

Physical Education Teachers' Knowledge on the Professional Code of Ethics and Conduct in Tanzania

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Abstract

Every profession considers the development and application of a Professional Code of Ethics and Conduct (PCEC) as a means of maintaining acceptable professional standards. As for the teaching profession, teachers are supposed to exhibit a high level of professionalism, responsibility, integrity, competence, character, respect and honesty. Such moral virtues are imperative for Physical Education (PE) teachers since their work involves close interactions with students in and outside the classroom and school contexts. The purpose of this study was to determine the knowledge of PE teachers on PCEC in Tanzania. The study explored whether PE teachers were knowledgeable on PCEC and whether their knowledge differed according to their demographic and institutional characteristics. The study was significant in that knowledge on PCEC could help teachers to understand the nature of their work, the values they transmit and the implication of those values for those with whom they are engaged. The study could also help PE teachers to improve and sustain the standards and reputation of the teaching profession by upholding the best practices and conduct. The study utilized descriptive survey design and was conducted in secondary schools and teachers' colleges that had PE and sport programs. Purposive sampling was adopted to select PE teachers and data were collected through questionnaire. Results revealed that PE teachers had high knowledge on PCEC ($M = 4.41$, $SD = .317$). However, knowledge on PCEC differed significantly across educational levels ($p = .001$), institutional ownership ($p = .011$) and institutional level ($p = .019$). There were no significant differences across age categories ($p = .056$), gender ($p = .926$), marital status ($p = .153$), teaching experience ($p = .258$) and location ($p = .252$). It was concluded that PE teachers possess adequate knowledge on PCEC; and the level of education and religiosity are determinant factors for the knowledge on PCEC. It was recommended that there is a need to strengthen professional development courses for teachers and emphasize the teaching of moral and professional ethics in the teacher education programs. Teachers should also be encouraged to obtain copies of professional code of ethics and conduct, and they should be emphasized to implement the professional code of ethics and conduct. Moreover, studies should be conducted to understand the level of compliance with PCEC among teachers in other specialized subjects.

Keywords: knowledge, PE teachers, professional code of ethics, code of conduct, perception, demographic characteristics, institutional characteristics.

INTRODUCTION

Every profession considers the development and application of a code of ethics as a means of maintaining acceptable professional standards among its members (Hinds, 2005). According to Banks (2003), a code of ethics guides the practitioners who are members, protects service users and safeguards the reputation of the profession. Supporting Banks' assertions, Anangisye and Barrett (2005) maintain that approaches to advance ethical stands must be adhered on an understanding of the positive professional models to which educators aspire. As for teachers, their professional behaviours inside and outside the classroom have far reaching impacts on their behaviour and their overall performance and thus the learning outcomes (Bennell & Akyeampong, 2007). Due to the importance of education and the responsibilities of teachers in the education and development of students, teachers are accountable to students and their parents/guardians and care takers, colleagues, the profession, their employer and the community. Consequently, teachers need to be aware

of their responsibilities and vulnerabilities in their interactions and relationships with each educational stakeholder.

In recognition of the multiple responsibilities of teachers, numerous investigators and educators have stressed for the need to abide to Professional Code of Ethics and Conduct (PCEC) (Anangisye, 2010; Hinds, 2005; Ishumi, 2011). Hinds (2005), for example, maintain that a code of ethics makes room for moral principles that emphasize obedience to rules and authority and the primacy of duty in the professional setting. Fredriksson (2004) concludes that codes of ethics or conduct should be established in order to contribute and ensure the prestige of the profession and the exercise of professional duties in accordance with the agreed principles.

The main aims of the professional code of ethics and conduct for teachers are to transform the behaviour of the members in the teaching profession, preserve public interest, protect the profession, discipline the

members, guide and be a source of help for teachers in coping with the dilemmas which they may encounter in their daily professional duties (Campbell, 2000). Given the responsibility entrusted to teachers of moulding young people, it is imperative that they should be knowledgeable about their professional code of ethics and conduct. This is because teachers spend most of their time with students in their process of teaching and giving guidance to them. Additionally, teachers who recognise ethics codes and apply them create confidence in the society (Travers & Rebore, 2000). In this regard, a code of ethics has an important place in education.

Physical Education (PE) as a discipline shows differences when compared to other academic disciplines in education because PE lessons mainly involve physical performances in both outdoor and indoor facilities (Ozbek, 2007). Through PE and sports activities, teachers and students come together more often. This makes both PE teachers and students to break some social barriers and be free with one another and may develop some bonds. For example, during instruction, there is physical handling of the learners and shouting especially when demonstrating and assessing a skill. Additionally, sports demand minimal clothing which can lead to unintended intimate desires. Moreover, other than being classroom teachers, PE teachers, most often double as the sports coaches. This aspect compels them to travel outside school with their students. This creates the teacher (coach/trainer)-learner relationship which most often is a multidimensional and continual relationship that flourishes within and outside the school.

With the increase in the consciousness level of the society, and the concern of parents and society as a whole for high personal standards in the teaching profession (Anangisy, 2008), the teacher and student relationships have started to be evaluated more carefully (Ozbek, 2007). Therefore, Physical Education teachers are expected to be aware of their professional ethics for better execution of their duties within the school and outside the school environment where such a relationship is experienced (Pehlivan, 1998).

Knowledge of the Professional Code of Ethics and Conduct (PCEC) helps (PE) teachers to understand the nature of their work, the values they transmit, and the implications of those values for those with whom they are engaged; thus it helps to improve and sustain the standards and reputation of the teaching profession and helps to perpetuate the public confidence in PE and the teaching profession. Moreover, understanding and addressing issues of professional code of ethics and conduct can help teachers learn and uphold the best practices and

conduct so that they work towards molding students into good citizens. It was against this background that this study thought the need to understand whether or not PE teachers were knowledgeable on the professional code of ethics and conduct in Tanzania.

OBJECTIVES

The main objectives of the study were: to determine the perception of PE teachers in Tanzania of their knowledge on the professional code of ethics and conduct; and to find out whether PE teachers' knowledge on the professional code of ethics and conduct differed across their demographic and institutional variables.

HYPOTHESES

- Ho₁: PE teachers' knowledge on the professional code of ethics and conduct would not significantly differ in relation to their demographic variables.
- Ho₂: PE teachers' knowledge on the professional code of ethics and conduct would not significantly differ in relation to their institutional variables.

LIMITATIONS OF THE STUDY

The study was limited by the following: First, the task of collecting data required much time and financial resources, which were not easily available to the researcher. However, the researcher tried to overcome this shortcoming by reaching to a substantial number of institutions during school sessions. Second, research on teachers' knowledge on professional ethics and conduct in Tanzania is scarce. Therefore, the study was limited by lack of sufficient local literature in Tanzania. This compelled the researcher to utilize literature from outside. The difference in social –cultural, and technological contexts might not be similar. This makes the interpretations drawn in this study to lack sufficient local comparison on the various issues discussed and conclusion drawn.

METHODOLOGY

This study utilised a descriptive survey research design. The method was suitable for this study because it allowed freedom for the respondents to express their views regarding their knowledge on the PCEC. This study was carried out in Tanzania in secondary schools and teachers' colleges that had PE and sport programmes. The target population of the study comprised PE and sports teachers from institutions that offer PE programmes at secondary schools and teachers' colleges in Tanzania. The study adopted purposive sampling to select PE teachers. The instruments used for data collection were closed-ended questionnaires. Before actual data collection, the instruments were pre-tested to determine the reliability of the questionnaires. Test-retest method was used at an interval of two weeks. The Pearson

correlation was then computed and the reliability of 0.78 was obtained.

Data collected from the questionnaires were coded and analysed using the Statistical Package for Social Sciences (SPSS) programme, version 19. Descriptively, the data obtained were calculated in percentages, means and standard deviations for easy interpretation of the information. Inferentially, independent t-test and one-way analysis of variance (ANOVA) were used to test significant mean differences between variables at 0.05 level of significance, while Tukey post hoc test was employed to further explain significance mean differences.

RESULTS

Physical Education (PE) Teachers' Knowledge on the Ethical and Professional Conduct (PCEC) of a Teacher

The PE teachers were required to indicate their extent of knowledge on the professional code of ethics and conduct for teachers in Tanzania. Thirteen items measuring knowledge on the PCEC on a five-point likert scale were administered to PE teachers with the options provided as full knowledge (5), high knowledge (4), moderate knowledge (3), little knowledge (2) and least knowledge (1). The items were designed to measure PE teachers' subject knowledge, pedagogical knowledge, character, commitment to work and self improvement, communication, service to community and working relationships. Results are presented in Table 1.

Table 1 Descriptive Data for PE Teachers' Knowledge on PCEC

S/No	Item: An ideal teacher is one who	Mean	SD
1	Possesses content knowledge and is knowledgeable in all areas of curriculum.	4.5	0.542
2	Knows the relevant applications of the content he/she teaches.	4.56	0.502
3	Knows how to use a variety of methods to teach and assess students.	4.52	0.505
4	Can plan instruction that is appropriate for the students.	4.56	0.539
5	Reflects and constantly evaluates his/her choices and actions to improve instruction.	4.40	0.534
6	Is patient, determined and courageous.	4.31	0.466
7	Respects learners.	4.29	0.536
8	Dresses neatly, clean and appropriately for the situation.	4.48	0.610
9	Can communicate effectively to students.	4.35	0.520
10	Continuously seeks for self improvement and understands current trends in education.	4.40	0.534
11	Initiates change in his/her field of specialization.	4.37	0.486
12	Is responsible for collaboration and communication with fellow teachers, staff, administration, parents and community members.	4.42	0.499
13	Participates in school decisions, setting policies and rules.	4.22	0.577
Total		4.41	.317

Results in Table 1 show that PE teachers had high knowledge on the professional code of ethics and conduct (M= 4.41, SD .371). For example, PE teachers had high knowledge that an ideal teacher is the one who is supposed to possess subject or content knowledge (M =4.5, SD = .542). PE teachers were also aware that an ideal teacher is supposed to possess pedagogical knowledge. For example, respondents were highly knowledgeable that an ideal teacher is supposed to know a variety of methods to teach and assess students (M =4.52, SD = .505) and plan instruction according to the level of learners (M = 4. 56, SD = .539).

PE teachers were also aware of the code concerning teacher's character. For example, they agreed that an ideal teacher is the one who dresses neatly, clean and according to the situation. This aspect is important for a PE teacher because the way the teacher dresses in a swimming class will be different when the same teacher is teaching theory lessons.

PE Teachers' Knowledge on PCEC in Relation to Demographic Variables

The demographic variables that were used in this study captured age, education level, gender, marital status, and teaching experience of the PE teachers.

PE Teachers' Knowledge on PCEC Across Age Variables

The results of the analysis of variance (ANOVA) for age as an independent variable are presented in Table 2.

Table 2 Means, Standard Deviations and One-Way ANOVA for PE Teachers' Knowledge on PCEC Across Age Categories

Age Category	Mean	SD	F	p-values
25-30 years	4.54	.29	2.484	.056
31-35 years	4.48	.33		
36-40 years	4.13	.14		
41-45 years	4.35	.37		
> 45 years	4.35	.29		
Total	4.41	.32		

* $p < .05$

As Table 2 indicates, the mean scores for different age categories were closely tied indicating that the differences were very small. In order to determine whether there were no significant differences, a one-way ANOVA was computed. Results showed that there were no significant differences across the five age categories [F (4, 47) = 2.484, p = .056]. Thus implying that PE teachers' knowledge on the PCEC was not determined by their age.

Knowledge on the PCEC Across Levels of Education

Table 3 presents the descriptive results and analysis of variance (ANOVA) of levels of education as independent variable.

Table 3 Means, Standard Deviations and One-Way ANOVA for PE Teachers' Knowledge on PCEC Across Levels of Education

Level of Education	Mean	SD	F	p-Value
Certificate	3.92	.11	17.008	.000
Diploma	4.22	.17		
Degree	4.53	.26		
Postgraduate	5.00	.00		

* p < .05

As Table 3 shows, mean differences across levels of education increased with the increase in the level of education. Thus implying that knowledge on the PCEC was influenced by the level of education. In order to determine whether the observed differences were significant or not, a one-way ANOVA was used to test for extent of knowledge differences amongst the four groups. The results as indicated in Table 3, show that knowledge on the professional code of ethics and conduct differed significantly across the four education groups [F(3,48) = 17.008, p = .001].

A post hoc analysis using Tukey HSD was conducted and results are indicated in Table 4 below.

Table 4 Tukey HSD Post Hoc Results for PE Teachers' Knowledge on PCEC Across Levels of Education

(I) Education Level	Mean	SD	(J) Education Level	Mean Difference	Sig.
Certificate	3.92±	.108 ^a	Diploma	-.29744	.108
			Degree	-.60939*	.000
			Postgraduate	-1.07692*	.000
Diploma	4.22±	.171 ^{ab}	Certificate	.29744	.108
			Degree	-.31195*	.000
			Postgraduate	-.77949*	.000
Degree	4.53±	.260 ^b	Certificate	.60939*	.000
			Diploma	.31195*	.000
			Postgraduate	-.46754*	.035
Postgraduate	5.00±	.00 ^c	Certificate	1.07692*	.000
			Diploma	.77949*	.000
			Degree	.46754*	.035

*. The mean difference is significant at the 0.05 level

The results in Table 4 show that postgraduate holders differed significantly with other levels of education: certificate holders (1.07692, p < .001), diploma holders (.77949, p < .001), and degree holders (.46754, p = .035). As mean differences indicate in Table 4, the more educated respondents were, the higher the knowledge on the professional code of ethics and conduct. However, the results also reveal that there was no significant difference in knowledge on the PCEC between certificate and diploma holders (-.29744, p = .108). This may have been due to the fact that both certificate and diploma holders study in the same institutions where the observance of the codes of ethics and conduct are regarded to be the same. Therefore, the null sub hypothesis that there would be no significant difference between PE teachers' knowledge on the PCEC across educational level was rejected.

Knowledge on the PCEC by Gender

The results on PE teachers' knowledge on PCEC by gender are presented in Table 5.

Table 5 Means, Standard Deviations and Independent t-test for PE Teachers' Knowledge on PCEC by Gender

Gender	Mean	SD	df	t	p-Value
Male	4.42	.33	50	.093	.926
Female	4.41	.27			
Total	4.41	.32			

* p < .05

The results for both mean scores and independent t-test analysis for gender, as shown in Table 5, indicates no significant difference in knowledge on the PCEC between male and female PE teachers.

Knowledge of the PCEC Across Marital Status

As for marital status, results are presented in Table 6.

Table 6 Means, Standard Deviations and Independent t-test for PE Teachers' Knowledge on PCEC Across Marital Status

Marital Status	Mean	SD	df	t	p-Value
Single	4.46	.33	50	1.451	.153
Married	4.39	.33			
Total	4.41	.32			

* p < .05

Table 6 shows that the mean score for single PE teachers was higher than that of married PE teachers. This implies that single PE teachers were more knowledgeable about the PCEC than married PE teachers. However, as Table 6 indicates, results of an independent t-test indicates that the difference was not significant [t (50) = 1.451, p = .153].

Teaching experience

Results for teaching experience as an independent variable for PE teachers' knowledge on the PCEC are presented in Table 7.

Table 7 Means, Standard Deviations and One-Way ANOVA for PE Teachers' Knowledge on PCEC across Teaching Experiences

Teaching Experience	Mean	SD	F	p-Value
1-5 years	4.49	.32	1.386	.258
6-10 years	4.36	.33		
11-15 years	4.25	.25		
>15 years	4.30	.30		
Total	4.41	.32		

* $p < .05$

Results in Table 7 show that there were slight variations in the mean scores across different categories of teaching experience. To determine whether the difference was significant or not, a one-way ANOVA was computed. Results show that knowledge on the PCEC did not differ significantly [$F(3, 48) = 1.386, p = .258$], across the four categories of years of teaching experience among PE teachers.

PE Teachers' Knowledge on PCEC Across Institutional Variables

The institutional variables for this study were location, ownership and level of institution.

PE Teachers' Knowledge on PCEC by Location of Institution

Results of PE knowledge on PCEC by location are presented in Table 8.

Table 8 Means, Standard Deviations and Independent t-test for PE Teachers' Knowledge on PCEC by Location

Location	Mean	SD	df	t	p-Values
Urban	4.39	.33	50	1.159	.252
Rural	4.51	.27			
Total	4.41	.32			

* $p < .05$

Findings in Table 8 indicate that PE teachers whose institutions were located in rural areas had a relatively higher mean score than those in urban areas. To determine if the observed difference between the two means was significant or not, an independent t-test was computed. Results show this difference was not statistically significant [$t(50) = -1.159, p = .252$].

PE Teachers' Knowledge on PCEC Across Institutional Ownership

The results for descriptive and one-way analysis of variance for institutional ownership as independent variable are presented in Table 9.

Table 9 Means, Standard Deviations and One-Way ANOVA for PE Teachers' Knowledge on PCEC Across Ownership of Institution

Type of Ownership	SD	Mean	F	P-Value
Government	4.45	.29	4.119	.011
Private	3.85	.00		
Military	4.23	.38		
Religious	4.68	.13		
Total	4.41	.32		

* $p < .05$

Results in Table 9 show that there was a marked difference in mean scores among the different categories of school ownership. PE teachers in religious institutions had higher knowledge on the PCEC followed by Government and military whilst PE teachers in private institutions had moderate knowledge. In order to determine whether the observed differences in mean scores were significant or not, a one-way ANOVA was computed. The results as shown in Table 9, reveals that knowledge on the PCEC differed significantly across the four groups of institutional ownership [$F(3,48) = 4.119, p = .011$]. To further examine the differences, a post hoc analysis using Turkey HSD was conducted as presented in Table 10.

Table 10 Tukey HSD Post Hoc Results for PE Teachers' Knowledge on PCEC Across Institutional Ownership

Ownership (I)	Ownership (J)	Mean Difference (I-J)	Std. Error	Sig.
Government	Private	.60806*	.21116	.029
	Military	.22344	.12734	.308
	Religious	-.22207	.21116	.720
Private	Government	-.60806*	.21116	.029
	Military	-.38462	.23822	.380
	Religious	-.83013*	.29176	.032
Military	Government	-.22344	.12734	.308
	Private	.38462	.23822	.380
	Religious	-.44551	.23822	.254
Religious	Government	.22207	.21116	.720
	Private	.83013*	.29176	.032
	Military	.44551	.23822	.254

*. The mean difference is significant at the 0.05 level

As Table 10 indicates, religious-owned institutions differed significantly with privately-owned institutions (.83013, $p = .032$). There was also significant difference between Government-owned institutions and privately-owned institutions (.60806, $p = .029$). However, results also reveal that there was no significant difference in knowledge on the PCEC between Government and religious-owned institutions (-.22207, $p = .72$), Government and military-owned institutions (.22344, $p = .308$),

religious and military-owned institutions (.44551, $p = .254$) and military and private-owned institutions (.38462, $p = .380$).

Level of Institution

Table 11 presents the findings on PE teachers' knowledge on the PCEC by their type of institutions.

Table 11: Means, Standard Deviations and Independent t-test for PE Teachers' Knowledge on PCEC by Level of Institution

Type of Institution	Mean	SD	df	t	p-Value
Secondary school	4.23	.37	50	-2.415	.019
Teachers' college	4.47	.28			
Total	4.41	.320			

* $p < .05$

As Table 11 indicates, PE teachers in teachers' colleges had relatively higher mean score than those in secondary schools. This implies that PE teachers in teachers colleges had more knowledge on PCEC than those in secondary schools. To understand whether the difference was significant or not between means of the two groups, an independent t-test was conducted. Results indicate that there was significant difference [$t(50) = -2.415$, $p = .019$] in knowledge on PCEC between PE teachers in Teachers' colleges ($M = 4.47$, $SD = .28$) and PE teachers in secondary schools ($M = 4.23$, $SD = .37$).

DISCUSSION

Generally, findings of the current study indicate that PE teachers in Tanzania have high knowledge on the PCEC. The findings of this study show that PE teachers in Tanzania possess common perception of the professional code of ethics and conduct. This is indicated by the common perception that teachers are concerned with the behaviours which make one to be a competent teacher. PE teachers were of the view that for one to maintain professionalism, he/she must not only possess subject and pedagogical knowledge but must also fulfill other functions which are part of the teaching profession. In this study, PE teachers indicated that they needed to work with students and parents, fellow teachers, the school administration and the state. They were also of the view that they have to be role models, committed, good communicators, participate in decision making and strive for self-improvement. These findings concur with those of Tichenor and Tichenor (2009), who in their study that compared teachers' and administrators' perspectives on multiple dimensions of teacher professionalism found that both teachers and administrators placed the same level of priority to character, subject and pedagogical knowledge. Their findings also noted the importance of communicating to a wider audience of their professional activities.

As for commitment to change and continuous improvement, PE teachers in this study, were aware of the attributes related to the commitment to change and continuous improvement. For example, PE teachers indicated that professional teachers are those who understand current trends in PE and education, actively seek opportunities to grow professionally, participate in meaningful professional development activities and initiate change.

As for subject knowledge, the PE teachers were aware that an ideal teacher is one who possesses content knowledge in his/her field of specialization. In terms of pedagogical knowledge, PE teachers were aware that an ideal teacher is the one who exhibits innovative teaching, is reflective, effectively implements the curriculum, knows how to assess learning and plans lessons accordingly. These findings concur with those of Kramer (2003) and Morrell (2003) who argue that any professional in the teaching field is supposed to possess content knowledge, pedagogical knowledge, character and cooperate with the administration, government and the community s/he serves. They must also respect the learners whom they teach.

Regarding knowledge on the PCEC in relation to demographic variables, the findings of this study have revealed no significant differences in knowledge on the PCEC across age, gender, marital status and teaching experience. These findings concur with those of Holloman (1999) who examined personal and school related variables associated with first year teachers' knowledge on professional codes and found no significant differences between knowledge of the codes and age. However, findings are in contrast with those of Shahiri (1999), Lau, Yuen and Chan (2005), Sezgin (2009) and Mooij (2010) who found some relationship between teachers' age and their level of understanding of the different aspects of the professional code of ethics and conduct.

However, findings indicated significant differences in knowledge on the PCEC across levels of education. The findings of this study concur with those of Beijaard, Verloop, and Vermunt (2000) who in their study on teachers' perceptions of professional identity found that teachers with a university background perceived themselves as subject matter experts. The findings also concur with those of Ifant and Fotopoulou (2011) who in their study on teachers' perception on professionalism and professional development found that the years of study is closely related with the knowledge of professionalism. This study has revealed that education qualification is an important indicator of knowledge on the professional code of ethics and conduct among PE teachers in Tanzania. The fact that there were differences in knowledge on the PCEC along educational levels calls for the need for

professional development of the least educated PE teachers. The findings also help to shed light on the importance of education in understanding the values not only of PE and the teaching profession but also the values of the society in general.

As regards institutional variables, the current study has revealed that knowledge on the professional code of ethics and conduct differed significantly across institutions owned by various agencies. Several possible explanations can be made for these differences. Firstly, as stated earlier, religious-owned institutions in Tanzania offer religious courses alongside other courses; this helps to promote the knowledge on and observance of moral values (Anangisye, 2010) to both students and teachers, PE teachers alike. Secondly, are the strict procedures of recruitment in both religious and Government institutions where all recruited teachers are supposed to fulfill the professional standards in their areas of specialization. On the contrary, some private schools have no clear procedures of recruitment and where there is a vacancy any teacher may be asked to teach irrespective of his/her area of specialization.

The findings also revealed significant differences in knowledge on the PCEC between PE teachers in teachers' colleges and PE teachers in secondary schools. PE teaching in teachers' colleges seemed to be more knowledgeable on the PCEC than those in secondary schools. The findings of this study have highlighted on the importance of teaching professional ethics in teachers college. In teachers college despite emphasizing on observance of regulations among teachers and students, professional ethics code is also offered as a course for student teachers. Therefore, PE teachers, like any other teachers in other academic disciplines might be given the task of teaching such a course and gain more knowledge and understanding on the PCEC. Additionally, strict rules and regulations in teachers colleges may be an advantage for teachers to be more diligent in understanding and observing the PCEC. Moreover, all teachers' colleges, unlike secondary schools employ only professionals for the teaching responsibilities. In secondary schools, it is possible to employ untrained teachers, such as form six leavers who have no professional background to teach students. In such cases, it is possible for teachers in secondary schools to have little knowledge on the PCEC as compared to those in teachers' colleges.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the observed results the following conclusions are warranted:

- PE teachers in Tanzania possess adequate knowledge on the professional code of ethics and conduct in Tanzania.

- Knowledge on PCEC among PE teachers in Tanzania is determined by their levels of education. The higher the level of education, the higher the Knowledge on PCEC.
- The type of institution in which PE teachers work, influences their knowledge on the professional code of ethics and conduct. PE teachers in teachers' college have more knowledge on PCEC than their counterparts in secondary schools.
- PE teachers in religious and Government-institutions have higher knowledge than their counterparts in private and military-owned institutions.
- Both male and female PE teachers have high knowledge on the PCEC and this knowledge is not influenced by their gender.
- PE teachers' knowledge on PCEC does not differ by their institutional location.
- Marital status does not influence PE teachers' knowledge on the PCEC.
- Teaching experience does not influence PE teachers' knowledge on the PCEC.

Recommendations

The findings of this study call for two important areas of recommendations: First, the study calls for strengthening the professional development of (PE) teachers and emphasize the teaching of moral and professional ethics in the teacher education programs. As professional teachers, they must however be encouraged to obtain copies of professional code of ethics and conduct. Second, the study calls for the Government and other educational administrators to emphasize and implement the professional code of ethics and conduct for teachers. Third: there is a need for further studies to examine the knowledge of teachers in other subject specializations on the professional code of ethics and conduct.

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