

## **PHYSICAL EDUCATION TEACHERS' COMPLIANCE WITH PROFESSIONAL CODE OF ETHICS & 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 compliance level of PE teachers with the PCEC in Tanzania. 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, heads of institutions and students and data were collected through questionnaire. This study was a survey type research that aims at determining physical education teachers' compliance with professional code of ethics and conduct in Tanzania. Participants were 52 physical education teachers, 21 heads of institutions, 720 students and 398 who were either studying PE or participating in school sport, and 16 TSD officials. The instrument of this study was developed by the researcher based on the Tanzania's public service regulations and literature review. Results from PE teachers, heads of institutions and student questionnaires' revealed that, PE teachers complied with the professional code of ethics and conduct at high levels ( $M = 4.11$ ,  $SD = .53$ ). There were no significant differences in compliance levels among PE teachers across age ( $p = .868$ ), gender ( $p = .502$ ), marital status ( $p = .208$ ) and teaching experience ( $p = .469$ ). However, significant differences in compliance levels among physical education teachers were observed across their educational levels ( $p = .002$ ), and across institutional variables of location ( $p = .000$ ), ownership ( $p = .000$ ), and type of institutions ( $p = .000$ ). It was concluded that: PE teachers possess adequate knowledge of PCEC; and the level of education and religiosity are determinant factors for the knowledge of the 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. Moreover, studies should be conducted to understand the level of compliance with the PCEC among teachers in other specialized subjects.

**KEY WORDS:** Compliance, PE Teachers, Professional Code of Ethics, Professional Code of Conduct

## INTRODUCTION

Every profession considers the development and application of a code of ethics and conduct as a means of maintaining acceptable professional standards among its members (Hinds, 2005). As for the 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). Consequently, teachers need to be aware of their responsibilities and vulnerabilities in their interactions and relationships with each educational stakeholder. Anangisyee 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.

In recognition of the multiple responsibilities of teachers, numerous investigators and educators have stressed the need to abide to professional code of ethics (Anangisyee, 2010; Hinds, 2005; Ishumi, 2011). Hinds (2005), for example, maintains that a code of ethics makes room for moral principles that emphasise 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 code of ethics 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). It is necessary that ethics codes are formulated and adhered to in order for teaching to be accepted as a real profession. 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). In this way, ethical relations are expected to prevail in a physical education and sport environment. Through PE and sports activities, teachers and students come together more often. For example, during instruction, there is physical handling of the learners and shouting especially when demonstrating and assessing a skill. 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.

Through participation in PE and school sport, both students and teachers get very close to each other and break some social barriers. This makes both PE teachers and students to be free with one another and may develop some bonds. Moreover, sports demand minimal clothing which can lead to unintended intimate desires. Thus, all these lead to ethical issues that need to be addressed. Despite the efforts made by the government of Tanzania to re-instate PE in schools and the efforts to employ PE teachers, the dimension of highlighting PE teachers' professional code of ethics is still lacking. Studies on PE teachers' compliance with professional ethics codes shall facilitate this awareness (Ozbeck, 2007).

### **PURPOSE OF THE STUDY**

The main purpose of the study was to evaluate physical education teachers' compliance with the professional code of ethics and conduct in Tanzania. Specifically, the study addressed the following objectives.

- Determine the extent of compliance of PE teachers with the professional code of ethics and conduct in Tanzania in the dimensions of professionalism, responsibility, care and respect, as well as integrity and honesty.
- Examine the influence of demographic variables to PE teachers' compliance with the professional code of ethics and conduct in Tanzania.
- Examine the influence of institutional variables to PE teachers' compliance with the professional code of ethics and conduct in Tanzania.

### **RESEARCH HYPOTHESIS**

Ho<sub>1</sub>: The PE teachers' opinions on their compliance with professional code of ethics and conduct would not significantly differ on the basis of their demographic variables.

Ho<sub>2</sub>: There would be no significant difference in the extent of PE teachers' compliance with the professional code of ethics and conduct across institutional variables.

### **METHODS & PROCEDURES**

The study employed descriptive survey research design to gather data and give a picture of the real situation on physical education teachers' compliance with professional code of ethics and conduct in Tanzania. In this study, the dependent variables were ethical factors that included professionalism such as character, commitment, subject knowledge, pedagogical knowledge and accountability. Other dependent variables included responsibility, care and respect, as well as integrity and honesty of PE teachers. The

independent variables were the demographic factors such as age, gender, marital status, years of teaching experience and educational level of PE teachers. Other independent variables were institutional characteristics such as ownership, grade level, and institutional location. The study was carried out in Tanzania in secondary schools and teachers' colleges that had physical education and sport programmes, and at the headquarters of the Teachers Service Department (TSD), which is responsible for teachers' conduct and discipline.

Data were 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.

## **PARTICIPANTS**

A sample of 809 respondents participated in this study, and it comprised 52 PE teachers, 16 TSD officials, 720 students and 21 heads of institutions. Respondents were selected basing on their for selecting respondents were determined by the presence of PE programmes and involvement in PE lessons as the case for teachers and students. The heads of institutions and TSD officials were selected because of their administrative roles and functions of overseeing teachers conduct and discipline.

## **INSTRUMENTS**

The instruments used for data collection were closed-ended questionnaires. The questionnaire items required participants to evaluate Physical Education (PE) teachers' compliance with the professional codes of ethics and conduct on a 5 point Likert scale ranging from strongly agree (5), agree (4), no opinion (3), disagree (2) and strongly disagree (1). After administering the questionnaires, during coding and data entry the measures of choice were rearranged as full compliance (5), high compliance (4), moderate compliance (3), little compliance (2) and non-compliance (1) due to the fact that the level of following the code of ethics and conduct were evaluated (Ozbeck, 2007). The questionnaires for this study were developed by the researcher on the basis of literature and Tanzania's public service regulations.

## **RESULTS**

### **PE Teachers' compliance with the PCEC**

In addressing this objective, data were collected and analysed using descriptive statistics. PE teachers were evaluated in the in the dimensions of professionalism, responsibility, and integrity and honesty; and moderate compliance in the dimension of care and respect.

**PE Teachers' Compliance with PCEC in the Dimension of Professionalism**

PE teachers' compliance with the PCEC in the dimension of professionalism was evaluated by 10 items which were based on subject knowledge, pedagogical knowledge, character, work relations, community service, commitment to change and continuous improvement as shown in Table 1.

**Table 1 Descriptive Data for PE Teachers' Compliance with the PCEC in the Dimension of Professionalism**

| Items on PCEC in the dimension of professionalism: PE teachers   | Students |      | PE Teachers |     | HoI  |      | Total |     |
|--|----------|------|-------------|-----|------|------|-------|-----|
|  | M        | SD   | M           | SD  | M    | SD   | M     | SD  |
| Display good behaviour towards students.   | 4.34     | .79  | 4.40        | .67 | 4.40 | .75  | 4.38  | .74 |
| Prefer discipline to winning During inter-school competitions.   | 4.11     | .98  | 4.27        | .82 | 3.80 | 1.01 | 4.06  | .94 |
| Dress in a manner consistent with the dignity and norms of sport and the teaching profession.                  | 4.48     | .69  | 4.31        | .54 | 4.45 | .51  | 4.41  | .58 |
| Possess considerable content knowledge in PE and are knowledgeable in all areas of curriculum.                 | 4.01     | .99  | 4.10        | .60 | 3.92 | .67  | 4.01  | .75 |
| Are precautious when they prepare for lessons and competitions and they normally use various teaching methods. | 3.89     | 1.08 | 4.46        | .50 | 3.95 | .76  | 4.10  | .78 |
| Establish and maintain a supportive teaching and learning environment.   | 3.85     | 1.08 | 4.27        | .49 | 4.10 | .72  | 4.07  | .76 |
| Strive to be current with relevant knowledge and curriculum practices in PE.                                   | 4.08     | .93  | 4.39        | .63 | 3.80 | .70  | 4.09  | .75 |
| Reflect and evaluate the choices and actions of learners to improve instruction.                               | 3.65     | 1.13 | 4.21        | .54 | 3.60 | .60  | 3.82  | .76 |
| Collaborate and cooperate with their fellow teachers, staff, administration, and community members.            | 4.12     | .94  | 4.27        | .77 | 4.15 | .81  | 4.18  | .84 |
| Demonstrate a high moral standard in the classroom and in their personal lives.                                | 4.07     | 1.00 | 4.33        | .62 | 4.10 | .72  | 4.17  | .78 |
| <b>Total</b>   | 4.06     | .59  | 4.30        | .37 | 4.01 | .50  | 4.12  | .49 |

Findings of this study have indicated that PE teachers in Tanzania comply with the PCEC at high levels in the dimension of professionalism. This study is in line with several other studies like that of Harris (2002), SACE (2002) Campbell (2004), Roffey (2004), Hind and Palmer (2007), and Capel (2002). For example, studies such as that of Harris (2002), SACE (2002), and Roffey (2004) indicate that commitment to student learning is the key determinant of teacher professionalism. Hind and Palmer (2007) noted that

alongside developing positive learning environment, it is important for a good PE teacher to adopt a range of teaching styles. In addition, Capel (2002) insists that assessment in PE lies at the heart of effective teaching and learning. Therefore, it is the responsibility of teachers to ensure that the forms of assessment used are appropriate to the level of the learner.

The findings also indicate that PE teachers comply with the issue of dress code. The respondents felt that a presentable dress code that is consistent with the dignity and norms of sport and the teaching profession was important. Mpahla (2009) argues that it is important for PE teachers to resemble their professionalism even in outlook as they are the role models of society. Moreover, the study has revealed that PE teachers comply with the code requiring them to collaborate and cooperate with parents, community and fellow teachers in their relationships. Saha and Dworkin (2009) argue that school, family and community partnerships are a reform strategy that promotes collaboration among families, communities, and educators to facilitate student success. For successful overlap to occur, schools must create systematic structures and channels of communication that promote and sustain collaborative action.

#### PE Teachers' Compliance with the PCEC in the Dimension of Responsibility

Results of the responses on PE teachers' compliance with the PCEC in the dimension of responsibility are presented in Table 2.

**Table 2** Descriptive Data on PE Teachers' Compliance with PCEC in the Dimension of Responsibility

| Items on PCEC in the dimension of responsibility: PE teachers              | Students |      | PE Teachers |     | HoI  |     | Total |     |
|--|----------|------|-------------|-----|------|-----|-------|-----|
|  | M        | SD   | M           | SD  | M    | SD  | M     | SD  |
| Develop and praise proper behaviour of the students.                       | 4.32     | .78  | 4.42        | .64 | 4.00 | .65 | 4.25  | .69 |
| Place value to student health and safety.                                  | 4.00     | 1.11 | 4.21        | .83 | 4.10 | .55 | 4.10  | .83 |
| See PE lessons as inseparable and complementary part of general education. | 4.31     | .85  | 4.25        | .93 | 4.35 | .59 | 4.30  | .79 |
| Observe general rules and terms of employment as set by the state.         | 4.07     | .94  | 4.21        | .61 | 4.15 | .59 | 4.14  | .71 |
| Strive to establish and maintain supportive school community partnership.  | 3.80     | 1.23 | 3.92        | .79 | 3.90 | .72 | 3.87  | .91 |
| Place high value in developing student to his/her full potentials.         | 3.87     | 1.19 | 4.23        | .70 | 4.00 | .56 | 4.03  | .82 |
| Try continuously to improve their standard of work and ability.            | 3.90     | 1.01 | 4.46        | .58 | 4.15 | .49 | 4.17  | .69 |
| Total responsibility   | 4.04     | .65  | 4.25        | .42 | 4.09 | .38 | 4.13  | .48 |

The findings have revealed that PE teachers in Tanzania have high level of compliance in the dimension of responsibility. The results have revealed that PE teachers are committed to student learning in the codes requiring them to develop and praise proper behaviour of the students, to place more value to health and safety of students and to develop students to their full potentials. Additionally, PE teachers complied with the code that requires them to observe general rules and terms of employment as set by the state in their relationship with their employer. As for the relationship with their community, PE teachers complied with the code requiring them to strive to establish and maintain supportive school-community partnership.

It is worthy to note that despite high compliance in many aspects of their responsibilities, respondents reported moderate compliance between school –community partnerships ( $M = 3.87$ ,  $SD = .91$ ). Moderate compliance perhaps could be explained by the way the Tanzanian society as whole looks at sport and PE. Shehu (2009), for example, notes the way PE is viewed as a non-intellectual and non-academic subject because its pedagogies embody physical activities and outdoor pursuit. This could make PE teachers' role to the community to be seen as periphery.

PE Teachers' Compliance with the PCEC in the Dimension of Care and Respect. Data on PE teachers' compliance with the PCEC in the dimension of care and respect are presented in Table 3.

As for care and respect, the results in the current study have revealed that PE teachers had high compliance in the codes related to giving proper language during lesson/training, respect against opposing school, recognition and respect of the rights of students, protection of students' privacy and confidentiality, recognition and respect of diversity and inclusiveness among students, and showing concern and care for the injured and disabled students. Additionally, the results reveal that PE teachers had moderate compliance in the codes requiring them to consider student interest in the choice of sporting activity, recognize and respect parents' cultural background and socio-economic diversity, place high value on choices that affect students' opportunity to learn, and providing opportunity for development of students' self worth and pride.

**Table 3** Descriptive data on PETS' Compliance with the PCEC in the Dimension of Care and Respect

| Items on PCEC in the dimension of care and respect: PE teachers         | Students |      | PE Teachers |      | HoI  |     | Total |      |
|---|----------|------|-------------|------|------|-----|-------|------|
|   | M        | SD   | M           | SD   | M    | SD  | M     | SD   |
| Normally consider student's interest in the choice of sporting activity | 3.55     | 1.36 | 3.65        | 1.10 | 3.20 | 1.0 | 3.47  | 1.17 |
| Are not involved in giving humiliating speeches during training/lesson  | 3.94     | 1.11 | 4.04        | .79  | 4.10 | .64 | 4.03  | .85  |
| Are not involved in inciting violence against the opposing school.      | 4.12     | 1.07 | 4.19        | .82  | 4.40 | .50 | 4.24  | .80  |

|   |             |            |             |            |             |            |             |            |
|---|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| Recognise and respect the rights of students.                                   | 3.98        | 1.04       | 4.39        | .53        | 4.35        | .49        | 4.24        | .69        |
| Strive to protect students' rights to privacy and confidentiality.              | 3.93        | 1.01       | 4.21        | .46        | 3.90        | .55        | 4.01        | .67        |
| Recognise and respect parents' cultural background and socio-economic diversity | 3.59        | 2.30       | 4.15        | .75        | 3.60        | .75        | 3.78        | 1.27       |
| Recognise and respect diversity and inclusiveness among students.               | 3.96        | 1.02       | 4.25        | .52        | 4.00        | .32        | 4.07        | .62        |
| Place high value on choices that affect students' opportunity to learn          | 3.48        | 1.25       | 4.08        | .93        | 3.55        | .89        | 3.70        | 1.02       |
| Provide opportunities for development of student's self worth and pride.        | 3.82        | 1.10       | 4.25        | .68        | 3.80        | .77        | 3.96        | .85        |
| Show concern and care for the injured and disabled students.                    | 3.99        | 1.07       | 4.62        | .49        | 4.20        | .41        | 4.27        | .66        |
| <b>Total care and respect</b>   | <b>3.84</b> | <b>.69</b> | <b>4.18</b> | <b>.35</b> | <b>3.93</b> | <b>.43</b> | <b>3.98</b> | <b>.49</b> |

The opportunities for development of students' self worth and pride were also reported at moderate levels. Students' moderate ranking could have been contributed by lack of effective implementation of PE and sport programmes in schools and colleges hence giving them little opportunity to learn. However, Heads of Institutions' moderate ranking might have been because of their lack of knowledge of the contribution of PE to the general education. Respect is a basic requirement for nurturing friendship, teamwork, and for the synergy it promotes and sustains. Respect involves recognizing and accepting the existence of other persons as human beings, respecting others' ideas, words and actions and showing goodwill on others, loving them and allowing them to grow (Naagarazan, 2006). Noddings (2001) asserts that caring teachers listen to students, respect their legitimate interests and share their wisdom with their students. He further emphasises that the cared for must recognize the care given in order for the relationship to be considered a caring one. Hansen (2001) describing the caring perspective as one of the five virtues of teachers, he emphasized on the need for truth in their interaction, demonstration of courage in inducing learners to learn, showing high levels of concern and fairness in the process of developing students morally and intellectually. Mahony (2009) contends that teachers as professionals are expected to uphold a duty of care, acting in the best interests of their students. This study has revealed that despite PE teachers' lack of resources to perform their duties as required, they still complied with the professional code of ethics and conduct in the dimension of care and respect.

#### PE Teachers' Compliance with the PCEC in the Dimension of Integrity and Honesty

Table 4 shows that generally all respondents reported that PE teachers had high level of compliance with PCEC in the dimension of integrity and honesty ( $M = 4.19$ ,  $SD = .47$ ) as was revealed in the students'



(M = 4.09, SD = .59), Head of Institutions' (M = 4.13, SD =.43) and PE teachers' (M = 4.35, SD =.40) questionnaires.

**Table 4** Descriptive Data on the PE Teachers' Compliance with PCEC in the Dimension of Integrity and Honesty

| Items on PCEC in the dimension of integrity and honesty: PE teachers                              | Students    |            | PE Teachers |            | HoI         |            | Total       |            |
|---|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
|   | M           | SD         | M           | SD         | M           | SD         | M           | SD         |
| Are sensitive not to allow test, measurements or training which could harm the student's health   | 4.13        | .93        | 4.08        | .79        | 4.20        | .41        | 4.14        | .71        |
| Do not involve in any illegal activities such as corruption, drug abuse, and sex with students.   | 3.80        | 1.15       | 4.44        | .67        | 4.25        | .72        | 4.16        | .85        |
| Treat everyone equally regardless of gender, religion, political affiliation, or ability.         | 4.25        | .94        | 4.46        | .50        | 4.35        | .49        | 4.35        | .64        |
| Promote positive aspects of PE and sport like sportsmanship, fair play, team cohesion and spirit. | 4.33        | .76        | 4.46        | .50        | 4.35        | .49        | 4.38        | .58        |
| Avoid statements that are untrue or misleading.   | 4.24        | .83        | 4.40        | .53        | 4.00        | .56        | 4.21        | .64        |
| Communicate and cooperate with students' parents/guardians  | 3.32        | 1.25       | 4.10        | .82        | 3.45        | .83        | 3.62        | .97        |
| Perform their duties diligently and in a disciplined manner.                                      | 4.09        | .92        | 4.42        | .61        | 4.10        | .64        | 4.20        | .72        |
| Encourage students to be disciplined and honest.  | 4.44        | .69        | 4.46        | .61        | 4.20        | .83        | 4.37        | .71        |
| Treat students and teachers within and outside the school/college community with respect.         | 4.20        | .82        | 4.35        | .56        | 4.05        | .61        | 4.20        | .66        |
| <b>Total integrity and honesty</b>  | <b>4.09</b> | <b>.57</b> | <b>4.35</b> | <b>.40</b> | <b>4.13</b> | <b>.43</b> | <b>4.19</b> | <b>.47</b> |

Regarding integrity and honesty, the findings have indicated that respondents had the common perception that respondents had concerning with the behaviours which make one to be trustful and honesty. Results from respondents indicated that PE teachers fulfilled these social functions and could not be discarded from their profession because teaching is a shared responsibility. Respondents believed that PE teachers are supposed to work with learners and their parents, they have to be role models, to be honest and committed and also be motivators to learners.

#### PE Teachers' Compliance with the PCEC Across Demographic and Institutional Variables

The analysis of the results was based on t-test and analysis of variance. Independent t-test was used to determine whether there were significant differences between two means derived from the samples or groups at a specified probability level (Mugenda & Mugenda, 2003; Jackson, 2009). Independent t-test was used to test whether there was significance difference between dependent variable (compliance level with the PCEC)

and the independent variables of gender, location, marital status and type of institution. ANOVA was used to test significance differences between the effects of independent variables of age, educational level, institutional ownership and teaching experience on the dependent variable of compliance with the PCEC

PE Teachers' compliance with the PCEC across their Age

The results of the analysis of variance (ANOVA) for age as an independent variable are presented in Table 5.

**Table 5** Means, Standard Deviations and One-Way ANOVA for PE Teachers' Compliance with PCEC across Age Variables

| Variable    | Mean | SD  | F    | p-Value |
|-------------|------|-----|------|---------|
| 25-30 years | 4.25 | .30 | .312 | .868    |
| 31-35 years | 4.21 | .39 |      |         |
| 36-40 years | 4.22 | .16 |      |         |
| 41-45 years | 4.32 | .33 |      |         |
| 45+ years   | 4.34 | .36 |      |         |
| Total       | 4.27 | .30 |      |         |

\*  $p < .05$

As Table 5 indicates, the mean scores for every age category are almost the same although the age category of 45+ years is slightly higher. However, one-way ANOVA indicates that no significant overall differences between PE teachers' age and their level of compliance with the PCEC. These findings suggest that PE teachers regardless of their age complied with the PCEC at high level. The findings concur with those of Holloman (1999) who found no statistical significant differences between areas of compliance and values of age.

PE Teachers' compliance with the PCEC across their Educational Level

The analysis for level of education, as shown in Table 6, shows a significant difference in compliance with the PCEC across the different levels of education.

**Table 6** Means, Standard Deviations and One-Way ANOVA for PE Teachers' Compliance with PCEC across Level of Education

| Certificate  | 3.96 | .28 | F     | p-Value |
|--------------|------|-----|-------|---------|
| Diploma      | 4.29 | .25 | 5.976 | .002    |
| Degree       | 4.26 | .28 |       |         |
| Postgraduate | 4.93 | .10 |       |         |
| Total        | 4.27 | .30 |       |         |

\*  $p < .05$

Table 7 shows that postgraduate holders complied with the PCEC more than others, while certificate holders complied with the PCEC relatively lower than other levels of education. The findings suggest that the higher the level of education the more the compliance level with the PCEC. These findings concur with those of Jones (2006) who found that teachers who have less training experience face difficulty in complying with their professional duties. The findings are also in line with Sezgin (2009) who contends that with the expert knowledge gained through the level of education, teachers are expected to reflect their knowledge through conduct

Compliance with the PCEC across Gender

Results of the independent t-test for gender as the independent are presented in Table 7.

**Table 7 Means, Standard Deviations and Independent t-test for PE Teachers' Compliance with PCEC across Gender**

| Variable | Mean | SD  | df | t     | p-Value |
|----------|------|-----|----|-------|---------|
| Male     | 4.26 | .31 | 51 | -.677 | .502    |
| Female   | 4.33 | .30 |    |       |         |
| Total    | 4.27 | .30 |    |       |         |

\*  $p < .05$

As Table 7 indicates, the mean score for females is slightly higher than for males. However, the independent t-test indicates no significant difference between male and female PE teachers' compliance with the PCEC. These findings suggest that both male and female PE teachers had the same level of compliance with the PCEC. The results are in contrast with those of Mooij (2010) who conducted a study on disciplinary behaviour among secondary school teachers and found that secondary school female teachers scored higher than male teachers on the disciplinary items that expressed social partnerships or collaboration between teachers.

## MARITAL STATUS

The analysis for marital status, as shown in Table 8, indicated that married PE teachers had a relatively higher mean score than single PE teachers. However, this difference was not statistically significant.

**Table 8** Means, Standard Deviations and Independent t-test for PE Teachers' Compliance with PCEC across Marital Status

| Marital Status | Mean | SD  | df | t     | p-value |
|----------------|------|-----|----|-------|---------|
| Single         | 4.19 | .29 | 50 | 1.276 | .208    |
| Married        | 4.30 | .30 |    |       |         |
| Total          | 4.27 | .30 |    |       |         |

\*  $p < .05$

These findings are in line with those of Holloman (1999), who examined personal and school related variables associated with first year school teacher compliance with professional codes and found no statistical significant differences between areas of compliance and marital status.

#### PE Teachers' Compliance with the PCEC across Teaching Experience

The analysis for teaching experience, as shown in Table 9, indicates that the differences in the means scores were very small. One-way ANOVA also shows that there were no significant differences in compliance level across years of teaching experiences. This suggests that PE teachers had a high level of compliance irrespective of their teaching experience.

**Table 9** Means, Standard Deviations and Independent t-test for PE Teachers' Compliance with PCEC across Teaching Experience

| Variable    | Mean | SD  | F    | p-Value |
|-------------|------|-----|------|---------|
| 1-5 years   | 4.26 | .31 | .859 | .469    |
| 6-10 years  | 4.24 | .27 |      |         |
| 11-15 years | 4.14 | .12 |      |         |
| 15+ years   | 4.40 | .38 |      |         |
| Total       | 4.27 | .52 |      |         |

\*  $p < .05$

These results are in contrast with those of Newton and Davis (2002) who found that as teachers grow older they tend to be more satisfied with their jobs, thus teachers tend to comply themselves with their professional duties.

### PE teachers' compliance with the PCEC by their Institutional Location

Table 10 presents the analysis for location as independent variable, indicating a significant difference in compliance with the PCEC between urban and rural PE teachers.

**Table 10 Means, Standard Deviations and Independent t-test for PE Teachers' Compliance with PCEC across institutional Location**

| Institutional Location | Mean | SD  | df  | t     | p-Value |
|------------------------|------|-----|-----|-------|---------|
| Urban                  | 4.07 | .53 | 790 | 3.783 | .000    |
| Rural                  | 3.91 | .52 |     |       |         |
| Total                  | 4.02 | .53 |     |       |         |

\*  $p < .05$

The findings are in contrast with those of Shahri (1999), who in his study on the levels and sources of job satisfaction among teachers in Malaysia found that the levels of satisfaction among rural teachers were higher than those of urban teachers. In Tanzania reports indicate that teachers in rural areas are less motivated, work in difficult conditions, their salaries are not paid in time and their living conditions are difficult (Sumra & Rajani, 2010). All these could cause moderate compliance among PE teachers in rural areas.

### Compliance with the PCEC across Institutional Ownership

The results for descriptive and one-way analysis of variance for institutional ownership as independent variable are presented in Table 11.

**Table 11 Means, Standard Deviations and Independent t-test for PE Teachers' Compliance with PCEC across institutional Ownership**

| Ownership  | Means | SD  | F     | p-Value |
|------------|-------|-----|-------|---------|
| Government | 4.03  | .54 | 7.149 | .000    |
| Private    | 3.69  | .79 |       |         |
| Military   | 3.84  | .24 |       |         |
| Religious  | 4.30  | .17 |       |         |
| Total      | 4.02  | .53 |       |         |

\*  $p < .05$

Findings in Table 11 show that religious owned institutions had a relatively higher mean score than other institutions, followed by Government owned institutions. ANOVA shows that the differences were statistically significant.

The findings of this study are in line with those of Anangisye's (2010) study, on promoting teacher ethics in colleges of Teacher education in Tanzania focusing on practices and challenges, who found that

“although private and public colleges of teacher education have many things in common regarding professional regulations, the gravity attached to these regulations when it comes to enforcing vary considerably. Private colleges, especially those owned by or affiliated to religious organizations had religious provisions in their regulations” p.70.

#### *Type of Institution*

Table 12 presents the analysis for type of institution as independent variable.

**Table 12 Means, Standard Deviations and Independent t-test for PE Teachers' Compliance with PCEC by Type of Institution**

| Type of Institution | Means | SD  | df  | t      | p-Value |
|---------------------|-------|-----|-----|--------|---------|
| Secondary school    | 3.82  | .49 | 790 | -4.899 | .000    |
| Teachers' college   | 4.07  | .53 |     |        |         |
| Total               | 4.02  | .53 |     |        |         |

\*  $p < .05$

As mean scores indicate, PE teachers in teachers' colleges had higher mean score than PE teachers in secondary schools. This difference was statistically significant. This Suggests that PE teachers in teachers' colleges complied more than those in secondary schools.

The findings in this study concur with those of Anangisye (2010) who found that all teachers' colleges had regulation document on promoting professional teacher attitudes and ethics, which were posted on all notice boards. Having such regulations posted everywhere reminds even PE teachers to behave accordingly. Additionally, the fact that secondary school teachers do not teach ethics could make them have less compliance compared to their counterparts.

## CONCLUSIONS

The findings of the current study have indicated that PE teachers in Tanzania comply with the PCEC at high levels. Compliance with the PCEC is influenced by one's level of education, institutional location, ownership and type of institution. The results calls for professional development for (PE) teachers, improvement of the teaching and learning environment, motivation of teachers especially in rural areas and training in the codes for (PE) teachers in secondary schools.

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