THE EXTENT OF PHYSICAL EDUCATION TEACHERS' COMPLIANCE WITH THE PROFESSIONAL CODE OF ETHICS AND CONDUCT IN TANZANIA

By

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DECLARATION

This thesis is my original work and has not been presented for a degree at any other University for any other award

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DEDICATION

This thesis is dedicated first, to my wife Daphne and children Gladys, Harry and Bryan Mabagala, I thank you for your formidable love and patience at all the time when you lived without my care. Second, with special dedication and in the memory of my late son Hans Libent and my grandmother, the late Verediana Mulwa who never lived to see and celebrate my achievement.

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ABBREVIATIONS AND ACRONYMS

ECD	Ethical Conflict and Dilemmas
HoI	Heads of Institutions
PCEC	Professional Code of Ethics and Conduct.
PE	Physical Education.
PETs	Physical Education Teachers
MoEVT	Ministry of Education and Vocational Training
SPSS	Statistical Package for Social Science
TSC	Teachers' Service Commission
TSD	Teachers' Service Department.
UMISHUMTA	Umoja wa Michezo kwa Shule za Msingi Tanzania (Primary School Sport Competitions in Tanzania).
UMISSETA	Umoja wa Michezo Shule za Secondary Tanzania (Secondary School Sport Competitions in Tanzania).
URT	United Republic of Tanzania.
UTS	Unified Teaching Service

ABSTRACT

Every profession considers the development and application of the 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 high level of professionalism by showing high ethical and moral standards in their relationships with other educational stakeholders. This is also imperative for PE teachers since their work involves close interactions with students in and outside the classroom and school contexts when they double their duties as teachers and coaches. The purpose of this study was to determine the compliance level of PE teachers with PCEC in Tanzania. The study utilized descriptive survey design and was conducted in secondary schools and teachers colleges in Tanzania. The target population was 5,948, which included 54 PE teachers, 5,844 students, 21 heads of institutions and 29 TSD officials. The sample comprised 809 respondents, who were purposively selected depending on their involvement in PE, administrative role as heads of institutions or as officials responsible for teacher conduct and discipline. Instruments for data collection were questionnaires. The instruments were pre-tested in two secondary schools. Data were analyzed using descriptive statistics; while hypotheses were tested using independent t-test and ANOVA to test the significance difference between variables at $p \leq 0.05$ level of significance, with the help of SPSS version 19. Findings revealed that PE teachers had high knowledge on PCEC ($M = 4.41$, $SD = .32$). There were significant differences in knowledge on PCEC across educational levels ($p = .000$), institutional ownership ($p = .011$), and institutional level ($p = .019$). There were no significant differences in knowledge on PCEC across age ($p = .056$), gender ($p = .926$), marital status ($p = .153$), teaching experience ($p = .258$) and location ($p = .252$). Findings also revealed that PE teachers complied with PCEC at high level ($M = 4.11$, $SD = .53$). Compliance with PCEC differed significantly across educational levels ($p = .002$), and institutional variables ($p < .05$). There were no significant differences in compliance with PCEC across age ($p = .868$), gender ($p = .502$), marital status ($p = .208$) and teaching experience ($p = .469$). Moreover, the findings indicated that ECD were prevalent ($M = 3.04$, $SD = .79$) in the implementation of PCEC. There were no significant differences in ECD faced by PE teachers across demographic variables ($p > .05$). However, there were significant differences in ECD faced by PE teachers across institutional variables ($p < .05$). It was concluded that PE teachers have adequate knowledge on PCEC and comply with it at high level. It was further concluded that PE teachers encounter ECD in implementing PCEC. Based on the findings, it was recommended that the Ministry of Education and school administrators should improve PE and sport programmes in schools and colleges, and should encourage and facilitate teachers' in-service professional development courses. Moreover, teachers should be encouraged to obtain copies of PCEC. Further studies should be carried out across all teachers in different subject specializations to determine their compliance level with PCEC. Moreover, studies should also be conducted on the role of PE and sport in schools and colleges in enhancing work commitment and collaboration among teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

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). Banks (2003) asserts that 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 standards must be adhered on an understanding of the positive professional models to which educators aspire. As for the teachers, their behaviours inside and outside the classroom have far-reaching impacts on 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 the need to abide to professional code of ethics (Anangisye, 2010; Hinds, 2005; Ishumi, 2011). Hinds (2005) maintains 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. The concept of the teacher as a moral agent is one of the foundations of the teachers' professional code of ethics (Hinds, 2005), and since teaching consists of human interactions, it should be guided by normative principles. 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.

Generally, a code of ethics for teachers is evaluated in terms of teachers' relationship with students, parents, school administrators, community, employer and the state in the dimensions of professionalism, responsibility, integrity, competence, character, respect and honesty (URT, 2003; Mwisukha, 2008). Tichenor and Tichenor (2005) have identified major aspects of professionalism for teachers, namely; character, subject knowledge, pedagogical knowledge, commitment to change and continuous improvement, as well as obligations and working relationships beyond the classroom. Confidentiality, compassion, fidelity, honesty, integrity and respect have also been identified as imperative to teachers' ethics codes (Ozbek, 2007; Mwisukha, 2008).

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 and guide the members, 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 recognize 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.

To curb malpractice, various countries have developed professional codes of ethics in the education sector. However, the model used in developing the codes of ethics varies from country to country. For example, in Bangladesh, India and Nepal, ethics codes are developed by authorities in charge of education such as the Ministry of Education. In Hong Kong, the codes of ethics are developed by autonomous body, while in Canada the ethics codes for teachers are developed by the teacher organizations themselves (Van Nuland & Khandelwal, 2006).

In Tanzania, the code of ethics for teachers is developed by the Public Service Commission, an independent body under the President's office (United Republic of Tanzania, 2002 & 2003). The key contents of the code of ethics for teachers in Tanzania require teachers to be responsible to children under their care, the community in which they live, the profession, the employer and the state (Ibid). In addition, during training, teachers are taught issues of professionalism that include their responsibility to the students, parents, heads of institutions, employer and society at large. Moreover, every school or college has a copy of code of ethics that guides teachers in their work. Given the responsibility entrusted to teachers of moulding young people, it is imperative that they should adhere to their professional code of ethics. This is because teachers spend most of their time with students in their process of teaching and giving guidance to them.

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. 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 (Ozbeck, 2007). 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 (Mwisukha, 2008). Thus, all these raise ethical concerns that need to be addressed. Therefore, Physical Education teachers are expected to follow professional code of ethics for better execution of their duties within the school and outside school environment where such a relationship is experienced (Pehlivan, 1998).

In Tanzania, Physical Education faces a number of problems including professional malpractice among PE and sports teachers, and an increase in the number of untrained PE and sports teachers (Shehu, 2009). 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 (Anangisye, 2008), the teacher and student relationships have started to be evaluated more carefully (Ozbek, 2007). Therefore, teachers must reflect on their behaviour as to whether it is right or not, especially in their relations with students, students' families, head of school and other teachers (Haynes, 2002). Studies on PE teachers' compliance with professional ethics codes shall facilitate this awareness (Ozbeck, 2007). Hence, the reason for undertaking this study.

1.2 Statement of the Problem

Despite the efforts made by the government of Tanzania to make PE an examinable subject, and the efforts to employ PE teachers, the dimension of highlighting PE teachers' compliance with the professional code of ethics is still lacking. While there is evidence that the teaching profession is generally prone to widespread abuse, there are scarce studies on the ethical and professional commitment of physical education teachers in Tanzania. Anangisye's report (2008) shows teachers' incidences of sexual harassment and abuse of pupils, coming to school drunk, and dressing immodestly. Anangisye (Ibid) reports that between 1995 to 2003, a total of 2,321 teachers in Tanzania were dismissed on the grounds of professional misconduct. However, previous studies evaluating teachers' ethical knowledge, behaviours and attitudes, often treat teachers generically. Given that teachers and their contexts are not monolithic, a crucial empirical question is what are the correlates of the ethical awareness and compliance practices among categories of teachers. The fact that PE teachers spend a lot of time with students in and outside the classroom settings, PE teachers need to be aware of their professional code of

ethics and comply accordingly in their interactions and relationships with students. The failure to address issues of ethics among teachers contributes to lack of confidence and trust in the profession. This study was therefore, intended to investigate PE teachers' knowledge on and compliance with the professional code of ethics and conduct in Tanzania in order to sensitize them on the same as well as developing the necessary documentation.

1.3 Purpose of the Study

The purpose of this study was to evaluate PE teachers' compliance with professional code of ethics and conduct in Tanzania.

1.4 Objectives of the Study

The main objective of the study was to determine the extent to which PE teachers conform to the professional code of ethics and conduct. The specific objectives of the study were to:

a. Determine the perception of PE teachers in Tanzania of their knowledge on professional code of ethics and conduct.
b. Examine the relationship between demographic and institutional variables to PE teachers' knowledge on the professional code of ethics and conduct in Tanzania.
c. Determine the extent of compliance of PE teachers with the professional code of ethics and conduct in Tanzania.
d. Examine the influence of demographic and institutional variables to PE teachers' compliance with the professional code of ethics and conduct in Tanzania.

e. Determine the prevalence of ethical conflicts and dilemmas experienced by physical education teachers in their observance of the professional code of ethics and conduct in Tanzania.

f. Examine whether demographic and institutional variables influence the ethical conflicts and dilemma that PE teachers face.

1.5 Research Questions

Six research questions guided this study. These are stated below:

i. What is the perception of PE teachers in Tanzania of their knowledge on the professional code of ethics and conduct?

ii. What is the relationship between PE teachers' knowledge on the Professional Code of Ethics and Conduct (PCEC) and their demographic and institutional characteristics?

iii. What is the extent of Physical Education Teachers' compliance with the Professional Code of Ethics and Conduct in Tanzania?

iv. What is the relationship between PE teachers' demographic and institutional variables and their compliance with professional code of ethics and conduct in Tanzania?

v. What are the ethical conflicts and dilemmas experienced by PE teachers in their implementation of the code of ethics and conduct in Tanzania?

vi. What is the relationship between ethical conflicts and dilemmas PE teachers experience when implementing the professional code of ethics and conduct in Tanzania in relation to their demographic and institutional characteristics?

1.6 Hypotheses

The following null hypotheses guided this study:

$Ho_{1:}$ The PE teachers' knowledge on the professional code of ethics and conduct would not significantly differ in relation to their demographic variables.

$Ho_{2:}$ The PE teachers' knowledge on the professional code of ethics and conduct would not significantly differ in relation to the institutional variables.

$Ho_{3:}$ The PE teachers' opinions on their compliance with the professional code of ethics and conduct would not significantly differ on the basis of their demographic variables.

$Ho_{4:}$ There would be no significant difference in the extent of PE teachers' compliance with the professional code of ethics and conduct across institutional variables.

$Ho_{5:}$ The ethical conflicts and dilemmas faced by PE teachers would not significantly differ across their demographic variables.

$Ho_{6:}$ The ethical conflicts and dilemmas faced by PE teachers would not significantly differ in relation to the institutional variables.

1.7 Significance of the Study

This study is significant in many ways. Some physical education teachers may not be aware of the inherent values of the teaching profession (Melo, 2003). This study may heighten the awareness. It is important for teachers and physical education teachers in particular to understand the nature of their work, the values they transmit, and the implications of those values for those with whom they are engaged.

This study may assist the Ministry of Education, schools and colleges of education in Tanzania to design programmes that address morals and ethics in their training curriculum. Furthermore, the findings of this study may fill the gap in research in the area of teacher professionalism and ethics in particular, and in education in general.

This kind of study is significant because it may help to create awareness on the need to improve and sustain the standards and reputation of the teaching profession. In addition, the study may help to enhance the public confidence in PE and the teaching profession. Understanding and addressing issues of professional code of ethics and conduct may help teachers learn and uphold the best practices and conduct so that they work towards molding students into good citizens.

The results of this study may be applicable to educational practice because they may provide the government and other educational stakeholders with information concerning the need to be vigilant in the implementation of the code of ethics among teachers. The outcomes of this study may identify problems in teachers' behaviour and provide a basis for designing intervention strategies geared towards enhancing the integrity of the teaching profession.

In order to raise and maintain the standards of education, it is important to examine how teachers behave in their profession. This study is significant because its results may shed light on how to improve the standard of training of teachers in Tanzania and consequently improve the standard of professional teaching practice in the country.

1.8 Delimitations of the Study

This study targeted physical education teachers in secondary schools and teachers' colleges in Tanzania. The study also confined itself to PE teachers' professional ethics and conduct. Moreover, the study was delimited to the use of questionnaire as the tool for data collection.

1.9 Limitations of the Study

The study was limited by the following:

First, the task of collecting data from 21 institutions scattered in different regions in Tanzania 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, getting heads of institutions and Teachers' Service Department (TSD) officials was a difficult task as they were from time to time not available in their offices. However, the researcher managed to reach them by personal visits, calls, and use of research assistants.

Third, the study was limited by the use of respondents' self-report as revealed in the questionnaires. Since the issues of professionalism and ethical conduct are very sensitive, some respondents might have failed to reveal their true behaviour which seemed to be unethical and immoral. Therefore, social desirability bias may potentially exist. However, this did not significantly influence the findings as the researcher also used the

questionnaires for students and heads of institution to evaluate PE teachers' ethical conduct and behaviour. Penny (2003) argues that results of student ratings provide evaluators with valid, reliable and valuable data concerning the conduct of teachers, and the quality and effectiveness of teaching. Centra (2003) supports this by noting that students' evaluations are reliable, stable, and valid when compared with learning and other indicators of effective teaching and teachers' conduct. Moreover, the biases may to some extent have been minimized due to the fact that the survey involved respondents voluntarily and anonymously.

Fourth, research on professional ethics and conduct for Physical Education teachers 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, and the use of materials that involve all teachers, irrespective of their specialization, in Tanzania. 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.

1.10 Theoretical Framework

Teaching is regarded as an ethical endeavour (Anangisye, 2010; Melo, 2003). Therefore, understanding the professional, moral and ethical dimensions to which physical education teachers ought to adhere to is important. This study was therefore, guided by ethical theories. Ethical theories can assist PE teachers in understanding, explaining and

resolving some ethical issues, conflicts and dilemmas that they encounter in their daily work (Melo, 2003).

There are three theoretical perspectives on which this study was based. These are Consequentialism (teleological theories), Non –consequentialism (deontological theories) and Virtue Theory (Melo, 2003). Consequentialist ethical theories maintain that the moral rightness of an act depends on the degree to which it produces an excess of good consequences. The morality or immorality of an action relies solely on its consequences. Consequentialism suggests that before deciding on a course of action, a morally right-minded person should calculate the total amount of good produced, minus any allowance for associated suffering or displeasure. The decision to go ahead with the proposed action can only be justified if the result of the calculation exceeds that of any proposed alternative. The determinant of morality is not the action itself, but its consequences.

According to utilitarian ethical theory (one of the consequentialist theories) developed by Jeremy Bentham (1748-1832) and John Stuart Mill (1806-1873), an act is right (moral) if it is useful in bringing about a desirable or good end (Thiroux, 2004). That is, actions are right in proportion to their tendency to promote happiness or absence of pain. Today, matters of public policy are most often decided on the basis of a consequentialist ethic (Melo, 2003).

Non-consequentialism ethical theories maintain that an action is moral only if it is based on clearly defined moral principles guided by fundamental principles such as truth,

courage, justice, friendship and compassion (Melo, 2003). Non-consequentialist theories contend that right action is independent of consequences. According to Kant's (1724-1804) duty ethics, the highest motive for a morally right action comes from a sense of duty, which is derived from reason. Therefore, an act is immoral if the rule that would authorize it cannot be made into a rule for all human beings to follow (McKeon, 2001). Moreover, Kant's duty ethics emphasize that no human being should be thought of or used merely as a means for someone else's end (Thiroux, 2004). One should act so as to treat another person as an end and never as a means only. That is, a moral action is one in which no person is treated as a means to some other person's or group's goals (Melo, 2003). Finally, Kant insists that a person is supposed to obey rules out of the sense of duty rather than inclination (Thiroux, 2004). The right intention is to regard every individual with absolute respect.

The Virtue Theory derived from Aristotle's Nicomachean ethics (Thiroux, 2004) focuses on the motives and intentions of the individual. According to Aristotle's nicomachean ethics, every act, inquiry and action and pursuit is thought to aim at some good, and for this reason the good should be that at which all things aim (McKeon, 2001). It emphasizes character rather than consequences or rules, as the key element in ethical thinking (Roubanis, Garner, & Purcell, 2008). Virtue ethics focuses on the cultivation of certain ideals that people should pursue. In other words, virtue theory is interested in the character or traits that would promote both the person performing the action and other people.

The three theories were relevant in this study because teachers' code of ethics involves decision making, observing prescribed normative principles and character. All these have consequences on the relationships between teachers on one hand, and students, parents, community, employer and the state on the other. It is, therefore, imperative for teachers to be aware of the consequences of their decisions, abide to prescribed rules, and conducting themselves in a manner that will reveal good character. The ethical theories described above can help teachers define and behave in a way that will not compromise their personality, their teaching profession and their relationships with those they deal with. These are presented in Figure 1.1

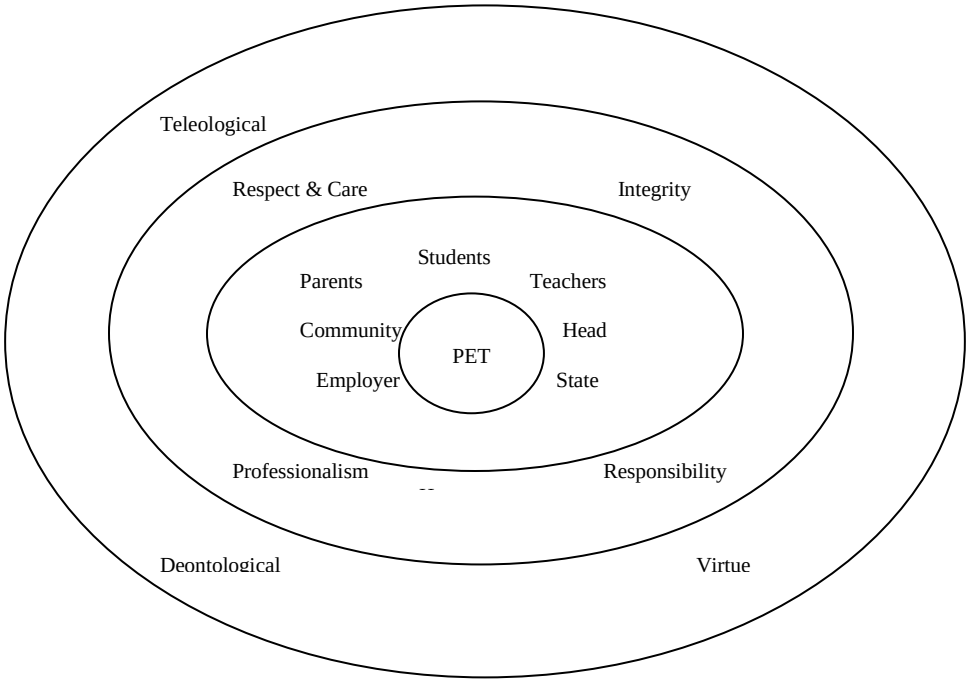


Fig 1.1 Theoretical Model of PE Teachers' Compliance with the PCEC.
Source: Melo (2003: 177-178) and Roubanis, Garner and Purcell (2008: 45-46).

Underlying the theoretical model is the relationship between PE teacher at the centre, who, in implementing the code of ethics and conduct is involved in a relationship with

students, parents, fellow teachers, head of institution, employer and state. The relationship is based on professionalism, responsibility, respect and care, as well as honesty and integrity. At the top of the model are the theoretical bases that should guide the PE teachers in their relationship with clients when implementing the PCEC.

1.11 Operational Definition of Terms

Code of Ethics: Refers to a set of moral values and ideals that express the acceptable characteristics of a profession.

Compliance: Abiding with the prescribed values, ideals, rules and regulations of the teaching profession.

Demographic Variables: Refers to PE teachers' age, education level, gender, marital status and years of teaching experience.

Ethical Conflict: Not conforming to acceptable standards of conduct. In this study the term has been used to mean an action or conduct which violates the principles of ethical systems, or which is counter to an accepted ethical value, such as honesty and integrity.

Ethical Dilemma: A situation that involves apparent conflict between moral imperatives, in which to obey one would result in transgressing another. In this study the term has been used to mean an ethical choice that involves ignoring another powerful ethical consideration. For example, PE teachers choosing to teach students without having proper equipment ignores the consideration of safety of students.

Ethics: A set of moral principles or values and ideals.

Extent of Adherence: The degree or level to which PE teachers observe the professional code of ethics and conduct.

Institutional Ownership: Refers to the nature of proprietorship of the school or college, whether privately owned by the private institutions or individuals, in this study known as private, privately owned by the religious institutions or religious, or privately owned by military institutions, and whether publicly owned by the Government or state.

Institutional Variables: Refers to the nature of institutional ownership, whether private owned by individual person or organization, military or religious institutions; or public owned by the Government; and level, whether secondary school or teachers' college, as well as location, whether rural or urban.

Integrity: Conforming to ethical principles and moral values of sincerity, uprightness and honesty.

Physical Education Teachers: Classroom teachers or instructors in secondary schools or teachers' colleges teaching PE during classroom hour and /or coaching during co-curricula activities.

Profession: A learned occupation that requires training in a specialized field of study.

Professional Code of Conduct: Entire set of rules and regulations guiding and complied with by PE teachers in their professional practice in Tanzania.

Professional Code of Ethics: Entire set of general values and ideals that ought to guide and be complied with by PE teachers in their work in Tanzania. In this study the term professional code of ethics and professional code of conduct were used interchangeably.

Professional Competence: Proven level of ability linked to teacher qualifications and in compliance with the teachers' codes of practice and conduct.

Professional: A trained and qualified physical education teacher in the field of Physical education and sports sciences who is assigned the responsibilities of teaching PE or coaching sports in secondary schools or teachers' colleges.

Professionalism: The manner of conduct within an occupation, how PE teachers integrate their obligations, knowledge and skill in their contractual and ethical relations with students, fellow teachers, administrators, parents and community.

Respect: Regard for the dignity of self and others.

Responsibility: A state or act of a PE teacher being reliable and dependable.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter presents the relevant literature regarding teachers' professionalism and ethics. The areas covered include concept of teacher professionalism, and professional code of ethics and conduct. The chapter also presents the importance of the professional code of ethics and conduct in teaching, and the development of teacher ethics and its practice in Tanzania. Other areas covered include socialization through PE and sport and its influence on the physical education teachers' ethics. The chapter also reviews related studies on teachers' perspectives on the professional code of ethics and conduct, teachers' compliance with the professional code of ethics and conduct and the ethical conflicts and dilemmas facing teachers. Finally, there is a summary of the chapter and the literature gaps.

2.2 Concept of Teacher Professionalism

The notion of teacher professionalism is contested and contestable (Morrel, 2003; Kasher, 2005; Tichenor & Tichenor, 2005; Meena, 2010). For example, Kasher (2005) contends that there is no commonly held philosophical answer to what is professionalism. The concept is used in different senses and is somewhat difficult to define (Demirkasimoglu, 2010). However, this is not to say that literature on the topic is sparse, rather, there is a vast literature on the topic that is characterized by sophistication, variety and rigour (Morrel, 2003).

According to Baggini (2005) the term profession has its roots in the Latin word "*profess"*, meaning to be an expert in some skills or field of knowledge. However, in daily language, it is generally used to mean an activity for which one is paid as opposed to doing voluntarily. The term is used also to classify the status of occupation groups in terms of respectability (Kennedy, 2007). Given the different conceptions of what a profession is, it is therefore, important to define the concept of teacher professionalism in relation to changing historical and social contexts (Hilferty, 2008).

Adendorff (2001) argues that professionalism in teaching is best defined and described not in terms of pay or status or qualifications, but by looking at the distinctive kinds of actions and judgments that teachers typically make. Beijaard, Verloop and Vermunt (2000) explain the concept of professionalism as a multi-dimensional structure consisting of one's attitudes and behaviors towards their job and it refers to the achievement of high level standards and subject matter experts. Similarly, Tichenor and Tichenor (2005) portray professionalism as the quality of one's practice. They describe professionalism as the manner of conduct within an occupation, how members integrate their obligations with their knowledge and skill in a context of collegiality, and their contractual and ethical relations with clients. They identify five major aspects of professionalism for teachers, namely, character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge, obligations and working relationships beyond the classroom.

Morrell (2003) identifies five characteristics of professionals namely; knowledge, pedagogical skills, autonomy, communication and service to community. Hurst and Reding (2000) associate specific behaviours with teacher professionalism from appearance and punctuality to using proper language and building strong relationships with colleagues. However, Kramer (2003) argues that the most critical elements of teacher professionalism can be classified into three categories: attitude, behaviour and communication. David (2000) cites five commonly used professionalism criteria which are: service to the public, theoretical as well as practically grounded knowledge, distinct ethical dimension which calls for expression in the code of practice, organization and regulation purposes of recruitment and discipline and, a high degree of individual autonomy for effective practice.

Sachs (2003) developed two approaches of teacher professionalism portrayed as "old professionalism" and "new professionalism". On the one hand he asserts that old professionalism is concerned with exclusive membership, conservative practices, self-interest, external regulation, slow to change and, reactive. On the other hand, he gives the characteristics of a new (transformative) professionalism as inclusive membership, public ethical code of practice, collaborative and collegial, activist orientation, flexible and progressive, responsive to change, self regulating, policy-active, inquiry oriented as well as knowledge building.

Sahin (2010) reviewed the characteristics developed by Sachs (2003) and makes a list of criteria of professionals as follows: essential service to society and acceptance by society,

special knowledge and skills such as content knowledge, pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes, and values. Other criteria for professionals according to Sahin (2010) include credentials and advanced university training, code of ethics, professional organization, induction, professional development, specialization, autonomy and authority as well as compensation.

Meena (2010) adds that the concept of professionalism includes teacher confidence in their ability to control their work, ensuring learning of individual students, cooperation and collaboration, influencing others in improving practice in schools and teachers' autonomy. Some scholars still consider professionalism as an ideology which embodies appealing values of service, trustworthiness, integrity, autonomy and reliable standards (Sachs, 2003; Ianiska & Garcia-Zamor, 2006; Van Nuland, 2009).

Using Aristotelian typology, Coulter and Orme (2000) describe three forms of knowledge that make up professionalism, namely: *episteme, techne*, and *phronesis*. *Episteme* is conceived as knowledge about the world, scientific knowledge, deduction and induction (Ibid). *Techne* is described as knowing how to do something, know how or procedural knowledge (Coulter & Orme, 2000). The third form of Aristotelian typology is *phronesis*. According to Tichenor and Tichenor (2005), *phronesis* is seen in the judgements that teachers make about the treatment of the students in their care, and in the ways in which

students are helped in their learning. *Phronesis*, therefore, provides teachers with a deeper understanding of the moral base of their profession.

Basing on different conceptions of professionalism, research studies such as that of Adendorff (2001), Darling-Hammond (2005), Morrell (2003), Tichenor and Tichenor (2005), and Mpahla (2009) have drawn some common characteristics of professionalism that include a service to society, implying an ethical and moral commitment to clients; a body of scholarly knowledge that forms the basis of the entitlement to practice, engagement in practical action, hence the need to enact knowledge in practice, the importance of experience in developing practice, hence the need to learn by reflecting on one's practice and outcome, and the development of professional community that aggregates and shares knowledge and develops professional code of ethics and conduct.

In this study, the criteria that were used to measure PE teachers' knowledge on professionalism were content and pedagogical knowledge, character, commitment to change and continuous improvement, accountability, communication and collaboration as well as service to community.

2.3 Professional Code of Ethics and Conduct

Ethics refers to morals, values, and beliefs of individuals, family or society (Naagarazan, 2006). Ethics is concerned with standards that make the actions right and wrong. It helps categorize different values such as integrity, discipline and honesty among others and apply them in daily lives. Ethics influences behavior and allows an individual to make the right choices (Haynes, 2002). Ethics is interested in shaping and improving the

communication and behaviour of people (Ozbek, 2007). St. Thomas Aquinas identified 7 virtues of an ethical life, namely, faith, hope, charity (love), prudence, temperance, courage and justice (Christenbury, 2008).

Related to these virtues is a set of principles developed for organizations as a means to minimize risks of litigation. These principles include dignity, equitability, prudence, honesty, openness, goodwill, and avoidance of suffering (Francis & Armstrong, 2003). Principles such as these have been codified and used by professional bodies such as those representing teachers to provide guidance and acceptable practice for members of their respective profession (Ehrich, Kimber, Millwater & Cranston, 2011).

Professional ethics is the entire set of general regulations considering the jobs performed by the members of a profession in an ethical way and complied with by most of the members (Tichenor & Tichenor, 2005). It can best be synthesized as a set of beliefs that a teacher accepts concerning relationships with students, colleagues, employers, and parents (or guardians and caregivers of children), all of whom are stakeholders in the work of the teacher (Van Nuland, 2009). These principles guide the teachers in their daily activities in working with their stakeholders (Van Nuland, 2009).

Van Nuland (2009) defines a code of ethics as a written document produced by a professional association, occupational regulatory body, or other professional body with the stated aim of guiding the practitioners who are members, protecting service users and safeguarding the reputation of the profession. A code of ethics describes how the

relationship between groups of specially educated practitioners and their clients, as well as with the larger society, ought to be. Melo (2003) notes that the knowledge of ethical codes and expertise and their application leads to making of difficult choices a bit less thorny, and also helps teachers to have informed reasoned ethical resolutions in their work.

Discussing the ethics of coaching, Mwisukha (2008) notes that the code of ethics provides the framework and values upon which professionals base their practice. According to Van Nuland (2009) the values an individual has (or has not) influence all decisions the person makes. The term 'code of conduct' as used by a profession discusses or describes the behaviours of a group. The code sets out principles of action and standards of behaviour, how the members of the group will operate or work. For a code to be considered effective, it must be framed for the membership to influence positive behaviours (Van Nuland, 2009). The code of conduct, developed from the values stated in the code of ethics sets out the standards of professional and personal conduct and professional competence that the profession expects from its members (Van Nuland, 2009).

Anangisye and Barrett (2005) conducted a study on professional identity and misconduct focusing on the perspectives of Tanzanian teachers. They found out that teacher misconduct and unprofessionalism, together with corruption amongst educational administrators, threaten to undermine initiatives to improve educational quality in many low-income countries, including most of sub-Saharan Africa. They argue that approaches

to advance ethical standards must be established on an understanding of the positive professional models to which educators aspire (Anangisye & Barret, 2005). Vadher (2005) in a study on teachers in Guyana calls for a code of conduct to protect teachers from mistreating each other.

Although professional code of ethics and conduct are shaped differently for each profession, there are many common codes. These are honesty, professional loyalty and respect (Wiley, 2000). Mwisukha (2008) mentions competence, confidentiality, respect, fairness and equity, fidelity and honesty, and caring as ethical values for guiding teachers and coaches. Tichenor and Tichenor (2005) argue that professional teachers have a responsibility to collaborate and cooperate with fellow teachers, administration, parents and community members. Ehrich, Kimber, Millwater and Cranston (2011) conclude that integrity, dignity, responsibility, respect, justice and care are the generalized values associated with teaching and learning used to underpin the code of ethics.

Naagarazan (2006) presents a list of eight moral values that include right conduct, peace, love, truthfulness, fairness, freedom, unity, tolerance, responsibility, and respect for life. Ianinska and Garcia-Zamor (2006) have identified respect (regard for the worth of people), non-malevolence (not causing harm to other people), benevolence (willingness and readiness to help others), integrity (honesty, sincerity, uprightness), justice (fairness, recognition of merit), responsibility, caring, wisdom, hospitability and peace as examples of universal moral principles.

Extending from Ianinska and Garcia-Zamor (2006) ethical principles, Moss Curtis (2006) summarizes the five principles that need to be applied by educators in their teaching lives. These are non-malfeasance (do no harm to students); beneficence (do good for the students); just or being fair and equitable in dealing with students; autonomy, or allowing students personal freedom over thought; and truthfulness or promote integrity.

Although every country may have its distinctive design or model as regards the respective code of ethics or conduct, in many countries the key components or principles are commitment of the members of the profession in their relationships to students, colleagues, parents, guardians, the profession, professional association, employer and the state (URT, 2002; Hinds, 2005, Van Nuland, 2009).

2.4 The Importance of the Professional Code of Ethics and Conduct in Teaching

In practice, during professional training, ethics education for teachers emphasises on the observance of moral values and ideals. The core of teaching tasks such as giving instruction, guidance, assessment and evaluation, is the relationship between teacher and students, parents, head of school, employer and the society in general. This relationship is of an unequal and dependent nature, and therefore it needs teachers to observe their moral values and ideals. Darling-Hammond and Branford (2005) insist that it is of paramount importance for teachers to clearly understand their roles and responsibilities as professionals in schools. Supporting these sentiments, Adendorff (2001) contends that understanding of duty by the teachers defines what it means to be a professional. This is where the sense of professionalism emanates from.

Anangisye (2008) identifies some of the professional malpractices in the teaching profession including having sexual relations with pupils and favouritism. Others include coming to school drunken, absenteeism, dressing immodestly and impolite language. Anangisye (2011) further observes that:

> "… teachers generally fail to live up to the highest moral standards of their profession. They do not do what is expected of them as professionals by the society. No matter how competent one might be, failure to lead ethical lives taints the image of the teaching profession and undermines teacher professional development programmes" (p. 148).

To curb malpractice, various countries have developed professional codes of conduct in their education sector. The main aims of the code of ethics for teachers are to transform the behaviour of the members in the teaching profession to the most useful state, preserve public interest, protect the profession, discipline the members, guide and be a source of help for teachers in their daily professional duties (Campbell, 2000). The main objectives of the professional code ethics and conduct are to enhance commitment, dedication and efficiency of service among members of the profession (Van Nuland & Khandelwal, 2006). The professional code of ethics also provides self-disciplinary guidelines for the members of the profession by creating norms of professional conduct. Furthermore, the professional code of conduct aims at obtaining the community's confidence by emphasizing the social responsibilities of the profession towards the community (Van Nuland & Khandelwal, 2006).

In summarizing the functions of codes of ethics, Van Nuland (2009) contends that:

> "… in addition to the protection of clients, codes provide guidance about how to act and how to make ethical decisions, either through encouraging ethical awareness and reflection or through explicit rules. Codes create and

> maintain professional identity and status through the explicit statement of the core purpose, key ethical principles, the kinds of qualities expected of people who belong to the profession and the kinds of conduct required. Finally, codes provide professional regulation through requiring members of a professional group to adhere to the code and using it for disciplinary purposes in cases of misconduct" (Van Nuland, 2009, p. 27).

Code of ethics or conduct for teachers in their preamble outlines their intention or objectives (Van Nuland, 2009). Some agencies use the term 'objectives' to explain what it is intended to be or how it is to be used. Both types of codes (ethical and conduct) outline what can be expected of the teacher although a code of conduct tends to be more specific. According to Van Nuland (2009) the professional code of ethics and conduct for teachers is important because it enhances the morale of teachers through setting recognized ethical standards and norms of conduct.

According to Campbell (2000) the professional code of ethics and conduct(PCEC) is important because it provides guidance through establishing and maintaining high standards (Campbell, 2000). Moreover, PCEC helps to obtain the community's confidence in and support for the profession by emphasizing the social responsibilities of the profession towards the community (Van Nuland & Khandelwal, 2006). The PCEC also helps to elevate the autonomy and social status of the profession through professionalization. Furthermore, PCEC helps to promote democratization in educational policy making. Additionally, it inspires members to reflect and uphold the honour and dignity of the teaching profession. The PCEC also helps in identifying the ethical responsibilities and commitments in the teaching profession, and guides ethical decisions

and actions in the teaching profession as well as promoting public trust and confidence in the teaching profession (Van Nuland, 2009).

Codes of ethics or conduct are not to be confused with standards of practice. Standards of practice have also been developed by several jurisdictions. These also apply to teachers but are more concerned with the teaching activities that occur in the classroom than in the conduct of the teacher (Hinds, 2005). In examining standards of practice, elements related to conduct are embedded. For example, teachers plan for and assess learning, create and maintain safe and challenging learning environments, use a range of teaching practices and resources. Several codes of conduct also delineate the need to provide a safe environment for students (Van Nuland, 2009).

2.5 Development of Teachers' Ethics and its Practice in Tanzania

In Tanzania, code of ethics in general, and teachers' code of ethics in particular were not in existence among the indigenous communities before the colonial era (Anangisye, 2008). However, there were values expected of people who were involved in training or teaching. The community was primarily responsible for education and its governance was based on normative approach, that is, wrongness and rightness in decision making (Anangisye, 2006). The ethical behaviour of "teachers" was part of the norms and values of society, thus the codes of ethics were informal and implicit in the general governance rules of society (Mushi, 2009).

During pre-colonial period, general education was given by parents and elders through various forms of acculturation depending on the environment (Anangisye, 2010). There was also specialized learning in which persons with special skills transmitted such skills to others (Mushi, 2009). The “teachers” in traditional African societies knew what they were supposed to teach at what time and how to teach it. They were usually older and more experienced than the pupils. Since older persons were respected (in view of their age and knowledge), and since traditional cultural norms and values were largely unquestioned by the pupils in traditional society, the teachers were usually held in high esteem and respect. Anangisye (2010) contends that every adult was not only responsible for moral education and development but also a moral exemplar (model) or simply moral values educator.

In colonial period (from 1884-1961) schools and teacher programmes were introduced and controlled mainly by Christian missionaries (Anangisye, 2006). The existing institutions were highly selective and standards were relatively high. School regulations were rigid and respect for rules was observed, as lack of respect meant expulsion from school. Teachers were disciplined and there was a strict control of them by education inspectors and so there was a general tendency to maintain high standards. For these reasons, the teacher symbolized education itself. Education was accepted as something prestigious by the populace and so the teacher, who dispensed education, was respected (Mushi, 2009).

In the post-colonial period, there have been many changes in the education sector. In the early period of independence, there were calls to reform the system of education inherited from the colonialists. Many schools were built, and there were literacy campaigns. At the same time there was expansion in numbers of students owing to rapid population growth (Anangisye, 2010). More teachers were needed and this affected the training and quality of teachers and the standard of teaching. This led to disrespect for teachers and the profession and consequently degeneration in education and in social life itself (Mushi, 2009). With the changes that have taken place in the education sector, there have been some measures taken to control the behaviour of teachers. For instance, in 1962 the government of Tanzania formed the Unified Teaching Service (UTS) under the Public Service Regulation, with the responsibility to oversee teachers' conduct and discipline (TSC, 2002).

In 1982, the presidential commission on Education (Makweta Commission) recommended the formation of an organ that would deal with teachers' ethics. In 1989, UTS was transformed to Teachers Service Commission (TSC) established by the Teachers' Service Act of 1989. In 2002, it was transformed to Teachers Service Department under the Public Service Commission Act No. 8 of 2002 (United Republic of Tanzania, 2002).

In an attempt to set, maintain and protect teacher professionalism, the TSD has, as its function, established the professional code of ethics and conduct for teachers and highlights the following key principles in relation to teacher professionalism: that every

teacher shall recognize that he/she has certain responsibilities to the child under his care, the community in which he lives, the profession, the employer and the state (United Republic of Tanzania, 2003).

The key principles stated in the code of ethics for teachers in Tanzania requires teachers to be responsible for the child with a duty to guide each child to their full potentials; and to the community, to understand the community in which they work (URT, 2003). The code of ethics for teachers in Tanzania also demands teachers to be responsible for their profession, by following the highest standards of professional conduct, working conscientiously and with diligence and regularity, being exemplary, and trying continually to improve their standard of work and ability and to abuse no right or privilege contained in their conditions of service (URT, Ibid). The code also requires teachers to be responsible to their employer, by serving their employer faithfully and in accordance with the terms of employment. Finally, the code also indicates that teachers are responsible for the state by fully understanding and fulfilling their obligation to the state (see appendix I).

2.6 Socialization through Physical Education and Sport and Its Influence on the Physical Education Teachers' Ethics

Physical Education (PE) and sport in schools and colleges are important part of education process as they can contribute positively to the development of children and young people (European Physical Education Association, 2002). The principal aim of physical education is to contribute to each individual's being in society through providing them

with physical, intellectual, social and emotional development (Lampkin, 2008). The objective of PE courses is to equip and train the individual in such a way as to allow the preservation of their social, physical and mental integrity (Capel, 2002).

PE and sport are powerful agents of socialization. Capel and Blair (2007) note that the social aspects of learning in PE and sport appear to be strong as they have impact on student achievement intellectually, socially and emotionally. Silverman and Ennis (2003) note that school sport provides an excellent medium on which children and young people can learn new skills, become more confident and maximize their own unique potential. According to them, perceptions, values, beliefs, attitudes, behaviours and practices are a result of the socialization process between PE teachers and students. These ideas are supported by Bailey (2006), who contends that:

> "…physical education and sport contribute to the process of inclusion by bringing individuals from a variety of social and economic backgrounds together in a shared interest, offering a sense of belonging to a team or a club, providing opportunities for the development of valued capabilities and competencies, and developing social networks, community cohesion, and civic pride" (p. 399).

Through participation in school sports and physical education, both students and teachers can easily get close and break social barriers (Bucher & Wuest, 1999). As a result, both students and teachers can develop cohesiveness and loyalty to each other (Bailey, 2006). This bonding makes students to be freer with their teachers. Moreover, the youth/teenagers are at a stage where they desire to be appreciated by significant others. Thus, they can easily give in or initiate the relationship in order to achieve the appreciation needed or the need to belong. These interactions can set a stage for unethical

teacher to exploit. Such socialization process through sports makes adherence to code of ethics in teaching PE more vital than in the teaching of other school subjects (Ozbeck, 2007). EUPEA (2002) cautions that teachers interacting with children in PE and Physical activity (PA) should do so with integrity and respect for the child as there is a danger that activity contexts can be used to exploit and undermine learners.

In view of the foregoing, teacher professionalism has relevant significance in PE because it affects the role of the teacher and his or her pedagogy, which in return affects the student's ability to learn effectively (Ozbeck, 2007). Physical education teachers are assigned to make principal duties inside and outside the school and coaching in addition to the duty inside the class. Physical education teachers have the responsibility of being models for the student and the society in their physical appearance, character and life style. They should display the behaviors and life styles that would constitute good examples for the students not only inside but also outside the school (National Association for Sports and Physical Education (NASPE), 2011).

Physical education teachers encounter situations of making ethical decisions while they inculcate into the learners the required values, skills and knowledge both in theory and practice (Hind & Palmer, 2007). These decisions are evaluated according to ethics codes. According to Capel (2002) physical education teachers are supposed to plan and conduct their lessons based on professional competencies, pedagogical skills, and exhibit good character. The physical education teacher is expected to take certain precautions to

provide students' participation in the lessons such as helping students to feel free and confident in the society and in the improvement of their personality (EUPEA, 2002).

Additionally, Lampkin (2008) insists that PE teachers should nurture each student's cognitive, physical, emotional and social development by creating and maintaining .a physically and emotionally safe learning environment for all students, respect each individual's dignity, foster growth in all students by integrating intellectual, physical, emotional and social learning, provide a supportive environment for positive social interaction and group membership, and assist students in becoming active, inquisitive and perceptive individuals who reflect upon and monitor their own learning. NASPE (2011) also insists that PE teachers should collaborate with school staff, parents and the community to provide a wide variety of physical activity opportunities for the entire school community.

Moreover, Roach (1997) and Silverman and Ennis (2003) note that PE teachers in exercising their professional responsibilities are supposed to demonstrate personal and professional integrity in all environments and situations such as being role models, trustworthy, having proper judgement, dressing in proper attire, punctuality and effective communication. EUPEA (2002) maintains that a good PE teacher should be competent and qualified, be positive and enthusiastic, reinforce the principles of fair play, give feedback in a constructive and encouraging manner and recognize diversity amongst students. However, Ozbeck (2007) notes the increase in ethics abuses including the thought of winning at any cost as a rule in interschool sports competitions and physical

education teachers who sexually harass female students. Additionally, Bennel (2004) notes cases of teachers having sexual relationships with students and incidences of corrupt practices among PE teachers.

Physical education teachers should behave in compliance with professional ethics codes in order to improve on the quality of physical education lessons and protect professional ideals (NASPE, 2011). In the study on how PE teachers adhered to professional ethics code, Ozbek (2007) found out that although PE teachers ranked themselves high in compliance with ethics codes on the dimensions of professionalism, respect, responsibility and honesty, the school principals ranked them at lower levels. It is in view of this that it is worth investigating whether or not the PE teachers in Tanzania conform to these codes.

2.7 Related Studies

2.7.1 Teachers' Perspectives on the Professional Code of Ethics and Conduct

Tichenor and Tichenor (2005) conducted a study on teachers' perspectives on professionalism. Focus group interview with elementary school teachers was used to collect data. Their results indicated that teachers' conceptualization of professionalism matched many of the descriptions on teacher professionalism and effectiveness. They noted that teachers understood that professionalism is exhibited in many ways and encompasses both attitudes and behaviors. These include: character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge and obligations and working relationships beyond the classroom.

The study by Tichenor and Tichenor (2005) was conducted in the US and it only aimed at understanding the perspectives of teachers on professionalism. Moreover, their study focused on all teachers regardless of their specializations. This study went beyond addressing PE teachers' perspectives on professionalism by also evaluating their extent of compliance with the professional code of ethics and conduct (PCEC) and identifying the ethical conflicts and dilemmas they faced when implementing the PCEC.

Numminen (2010) carried out a study in Finland on the nursing ethics from the perspectives of codes of ethics. The purpose of the study was to examine educators' and students' knowledge on the code of ethics. The questionnaire was used to collect data. The findings indicated that the majority of educators (n=154, 85%) assessed their knowledge of the codes as adequate, and more than half of the students (n=141, 66%) likewise assessed their educators' knowledge of the codes as adequate. Numminen's study was conducted in Finland and focused on nurses. This study not only looked at the PE teachers' perspectives on professional code of ethics and conduct (PCEC) but also went further by investigating the extent to which they followed the PCEC and the problems they faced in the implementation of the codes in Tanzanian context.

Boon (2011) explored the pre-service teachers' perceptions of ethics education. The findings indicated that only 50% of the respondents agreed that they had sufficient knowledge on the professional conduct while 71% agreed that they needed more time to spend in the curriculum to analyse professional ethics. Likewise, Yidawi (2005) surveyed ethics in the Nigerian banking industry. He aimed at establishing the level of awareness

of the code of ethics amongst Nigerian banks. The findings indicated that respondents were aware of the code of ethics in the banking industry (n=155, 96.88%). Despite this knowledge, however, Yidawi's findings indicated that there were unethical practices like frauds, greed, financial mismanagement and other financial malpractices. Both Boon (2011) and Yidawi (2005) studies were carried outside Tanzania. Moreover, Yidawi's study involved other profession rather than the teaching profession. This study, therefore, focused on teachers with specialization in PE to understand their perspectives on professional code of ethics and conduct in Tanzania.

2.7.2 Teachers' Compliance with the Professional Code of Ethics and Conduct

Anangisye and Barrett (2005) conducted a study to identify the teachers' views on professionalism and on conduct. The study was qualitative and utilized a semi-structured interview, documentary review and focus group discussion with teachers, District Education Officers, school inspectors, and officers from the Prevention of Corruption Bureau. Their findings indicated that there was widespread of corruption including examination leakage/cheating and mismanagement of school resources.

Anangisye and Barrett's (2005) study also identified corruption in allocation of positions or promotions and abusive and violent bahaviour such as corporal punishment and sexual abuse. They also identified behaviour inappropriate to status such as alcoholism, absenteeism, improper or slovenly dress and dereliction of duty including truancy, insubordination, indulging in leisure activities during the working day such as plaiting hair for female teachers and chatting in the staff room. Anangisye and Barrett's (2005)

study was a general focus to teachers and was conducted only in five regions in Tanzania. This study had a specific focus on PE teachers in secondary schools and teachers' training colleges and data for this study covered their demographic and institutional characteristics.

Barrett, Headley, Stovall and White (2006) investigated teachers' perceptions of the frequency and seriousness of different categories of misconduct. The questionnaire comprising 34 items was administered to respondents in South Carolina, USA. The study yielded three areas of misconduct: Student-teacher boundary violations, carelessness in behaviour and subjectivity in grading and instruction. The behaviour that were found to contravene with the professional code of conduct were: engaging in romantic relationships with students (94.1%), allowing students to engage in romantic behaviours in the classroom (94.1%), making derogatory remarks to students about a colleague (92.6%), awarding students higher grades for favours (90.8%) and making sexual comments to students (80.2%). The study by Bannett et al (2006) was carried out in USA and it did not address variables related to specialization, age, gender, teaching experience, type of institution, location (rural/urban) and ownership. This study specifically addressed the professional code of ethics and conduct of PE teachers and aimed at determining their compliance level across demographic and institutional characteristics.

DeVore and Martin (2008) examined professional ethics of male and female superintendents. The purpose of their study was to examine how professional ethics of male and female superintendents influenced ethical decision making practices. The study

was qualitative and utilized case study design. Results indicated that superintendents exercised an ethic of care and concern for others and embraced a belief system which guided their decision making process. DeVore and Martin's (2008) study was conducted in the United States of America and among different professionals (superintendents) rather than PE teachers.

Lumpkin (2008) conducted a qualitative study on teachers as role models and focused on teaching character and moral virtues. She found out that teachers demonstrate responsibility by being morally accountable for their actions and fulfilling their duties. According to her, when teachers create and sustain a positive learning environment and focus on providing educational services to students and society, they are acting responsibly. Teachers act responsibly by helping to develop the psychomotor, cognitive and affective abilities of their students. Responsible teachers are well prepared to each class and provide prompt and constructive feedback to students to help facilitate the learning process.

Lumpkin's (2008) study also revealed that developing respect within a class begins with teachers demonstrating respect for students, regardless of their gender, socio-economic status, or individual characteristics and abilities. According to her, teachers must be unbiased in how they respond to the various levels of skill and ability displayed by their students. She concluded that moral education is based on teachers showing students that they care for them as unique individuals. Lumpkin (2008) also identified trust and honesty as major aspects in the teachers' responsibilities. She defined trust as a belief in

others that develops whenever people fulfill their promises and commitments, and when a teacher establishes and upholds class expectations. Lumpkin (2008) found that teachers display honesty by telling the truth and acting in an honorable way, for example, complying with state rules and policies, managing finances properly; and evaluating the work of students based on established grading rubrics. Lumpkin's (2008) study was conducted in USA.

Anangisye (2010) conducted a study on promoting teacher ethics in colleges of teacher education in Tanzania. The aim of the study was to establish the practices and challenges in the promotion of teacher ethics in teacher training colleges in Tanzania. The study was qualitative and data were obtained through focus group discussions and documentary review. Results indicated that all teacher colleges involved in the study had regulation document on promoting professional teacher attitudes and ethics. However, the gravity attached to the regulations when it comes to enforcing them varied considerably. The institutions owned by or affiliated to religious organizations had religious provisions in their regulations. The study by Anangisye focused only on teachers' colleges. The current study focused both on teachers' colleges and secondary schools.

Tuncel (2011) conducted a study on compliance level to ethical codes among Ice-Hockey coaches. He developed an instrument called Coaches Professional Ethics Scale (CPES) comprising 34 items. The instrument measured coaches' professional code of ethics and conduct in the dimensions of respect and responsibility. Each item was evaluated on a 5 point likert scale ranging from definitely disagree (1), disagree (2), no opinion (3), agree

(4) and definitely agree (5). Higher values on the coaches' professional ethics scale corresponded to more ethical behaviours. The findings indicated that the compliance level of ice hockey coaches to code of ethics were both high in respect (M = 3.9, SD = .99) and responsibility (M= 3.8, SD = 1.00). Tuncel's study was conducted among ice hockey coaches in Europe (Armenia, Bulgaria, Iceland and Serbia). Given the geographical and cultural differences, it is difficult to generalize the results to the whole world. This study focused on PE teachers in Tanzania.

Ozbek (2007) conducted a study that aimed at determining the levels of compliance with professional ethics by PE staff who work at high schools in Turkey. The questionnaire was used as data collection tool. Participants were asked to evaluate themselves on the codes on a 5 point likert scale. The measure of choices ranged from full compliance (5), high compliance (4), medium compliance (3), little compliance (2) and non compliance (1). Results showed that PE teachers followed professional ethics at high levels in all the four dimensions: professionalism (M =4.53), responsibility (M = 4.59), honesty (M = 4.69) and respect (M = 4.65). Significant differences were also found between the opinions of male and female PE teachers concerning professional code of ethics in the dimensions of professionalism t (463) = 1.34, p >.05; responsibility t (463) = .905, p >.05; honesty t (463) = 2.95, p > .05; and respect t (463) = 2.09, p > .05.

Ozbek's study focused only on one variable of gender. The current study addressed not only the variables of gender, but also other variables such as age, educational background, marital status, teaching experience, location and institutional level and

ownership were addressed. Moreover, the current study aimed at the ethical conflicts and dilemmas that PE teachers experienced when implementing the professional code of ethics and conduct in Tanzania.

2.7.3 Ethical Conflicts and Dilemmas Facing Teachers

Tirri (1999) conducted a study on teachers' perceptions of moral dilemmas at school. The study was conducted in an urban school in Helsinki- Finland. The study utilized a case study design and interviews were used to collect data. The sample included 33 respondents. The study identified four categories of moral and ethical dilemmas that teachers faced in Helsinki. These included: matters related to teachers work (n=11), the morality of pupils' behaviour regarding school and work (n=10), the rights of minority groups (n=6) and common rules in school (n=6).

The findings by Tirri (1999) revealed that teachers faced difficulties in dealing with the pupils, such as on the appropriate way to punish pupils. Teachers also faced the problems of confidentiality and difficulties in dealing with sensitive matters regarding their pupils. Another dilemma involved matters related to colleagues' work including loyalty to colleague who happen to do something that is unprofessional. Other ethical conflicts that were identified in Tirri's study included problems in deciding how to grade an academically weak pupil, conflicts between school and home values, cultural values and not paying attention to school values. In addition, Tirri's study revealed that ethical conflicts and dilemmas related to teacher's work varied according to teacher's age, sex, subject matter and teaching experience. Furthermore, it was found out that ethical

conflicts and moral dilemmas related to sensitive matters and confidentiality were more experienced by special education and physical education teachers.

The study by Tirri (1999) involved 33 subjects and was conducted in Finland. However, the present study was based in Tanzania and addressed the issues of Physical Education (PE) teachers' compliance with the professional code of ethics and conduct including the ethical conflicts and dilemmas PE teachers faced when implementing the professional code of ethics and conduct.

Melo (2003) conducted a study on ethical conflicts in teaching. The purpose of the study was to explore the ethical conflicts and moral dilemmas faced by novice teachers. The study was conducted in the Greater Victoria district, Vancouver Island in British Columbia. Data were gathered through questionnaire. The results indicated that ethical conflicts that teachers faced were related to verbal and physical abuse (32%), student marks (21%), substance abuse (21%), professional ethics (10.5%), human dignity (10.5%) and homophobia (5%). This study was carried out in British Columbia. Given the foregoing, it was therefore, necessary to investigate whether Tanzanian PE teachers experienced the same conflicts or not.

Rosenbaum, Bradley, Holmboe, Farrel, and Krumholz (2004) conducted a qualitative study on sources of ethical conflicts in medical house staff training. Their purposes were to identify and classify the range of work-related ethical conflicts experienced by medical house officers. Their findings identified five categories of ethical conflicts: concern over

telling the truth, respecting patient's wishes, preventing harm, managing the limits of one's competence, and addressing performance of others that is perceived to be inappropriate. This study focused on a different profession, the medical profession.

Pope, Green, Johnson and Mitchell (2009) conducted a qualitative study which examined teacher ethical dilemmas in classroom assessment. They found out that majority of conflicts were related to score, and conflicts arose between teacher's perceptions of institutional demands and the needs of students. They further found out that conflicts arise between institutional requirements and teacher needs.

Van Nulland and Khandalwal (2006) conducted a study on ethics in education in Bangladesh, India, and Nepal, and identified mismanagement of school funds**,** which included misappropriation of the money collected from students by the heads of institutions or teachers, and producing fake vouchers as ethical conflicts facing teachers. They also identified abuse in supply and purchase of materials where the tendering and purchase committees were blamed for various types of malpractice and irregularities. They further identified mismanagement of school resources as one of the serious sources of unethical behaviour, which involved distortions in the recruitment, deployment, promotion and transfer procedures of teachers. The current study was also interested in understanding whether such unethical behavior were prevalent among PE teachers in Tanzania.

Anangisye (2010) conducted a study on promoting teacher ethics in colleges of teacher education in Tanzania. He identified the challenges of promoting teacher ethics in colleges of Teacher Education in Tanzania. These included professional incompetence of college teacher educators, absence of a course in professional ethics, lack of teaching materials and resources, irresponsibility of parents and society, the moral problem of society and shortage of qualified teachers. The study did not address teachers' variable such as their specialization, age, gender, experience, education and location. The study at hand, aimed at collecting data from PE teachers to establish their ethical conflicts and dilemma across their demographic and institutional variables.

Anangisye and Barrett (2005) conducted a qualitative study on professional status and responsibility by looking at teachers' views on misconduct. The study identified corruption that included leakage of examinations and mismanagement of school resources, abusive and violent behaviour such as corporal punishment, sexual harassment and abuse and insults against students, behaviour inappropriate to status such as being drunk during official hours, dressing immodestly and dereliction of duty as the most pervasive professional misdemeanors. Anangisye and Barrett's study addressed teachers generically. The current study aimed at addressing PE teachers specifically.

Shapira-Lishchinsky (2010) conducted a qualitative study on ethical dilemmas in teaching and nursing in Israel. The study identified the tension between caring for others and following formal codes; the tension between advancing educational processes such as teaching values, and advancing knowledge required by the curriculum; and the tension

between the educational agenda of the school and that of the pupil's family as some ethical dilemmas in teaching and nursing. The findings also indicated the tension between the desire to make independent decisions (autonomy) and loyalty to the organization and its behavioural standards, which they do not agree as source of conflict.

Boon (2011) conducted a study among pre-service and practicing teachers in one region in Australia. The purpose of the study was to document examples of ethical dilemmas faced by pre-service and practicing teachers. A range of ethical dilemmas was reported by practicing and pre-service teachers including behaviour management and equity issues such as improper grading, partiality based on who is liked, past performance and background. Other ethical dilemmas that were reported in Boon's study were conflicts between personal and professional ethics for example, teaching sex education to young students without comparable values-moral component. Boon also identified ethical dilemmas regarding collegial ethical issues like leering or sexual innuendoes between colleagues or principal and teachers or students. Other ethical dilemmas identified included bullying behaviour and malicious gossip about colleagues, confidentiality issues talking about students' personal or family issues in staff. Boon's study represented the views of pre-service teachers at one region in Australia. The current study involved PE teachers and was conducted in Tanzania.

In this study the ethical conflicts that were measured were related to management of institutional resources, human relationships and PE teachers' responsibilities. As regards to ethical dilemmas, the items that were studied were those related to policy issues,

teaching and learning materials, safety of students, rules and regulations, and human relationships.

2.8 Summary and Literature Gaps

The review of literature has detailed the meaning and importance of teacher professionalism and ethics. The terms professionalism and ethics have been defined and discussed. The standard of practice for the teaching profession and physical education, in particular have been delineated. Although the literature has demonstrated the importance of professionalism and ethics codes in educational practice, the literature on PE teachers' compliance with professional ethics codes is not substantive. In fact, Hickson and Fishburne (2001) note that majority of research has concentrated on teachers' conduct in traditional academic subject areas such as mathematics. Moreover, majority of the studies have not addressed how demographic and institutional variables influence PE teachers' compliance with the professional code of ethics and conduct.

It is noteworthy that many studies reviewed in this study were conducted in foreign countries, and are therefore, not directly applicable to Tanzanian context. The studies that were done in Tanzania did not specifically address the conduct of PE teachers but were concerned with all teachers without considering their specializations. Moreover, some of these studies were based on review of literature, lacking statistical information. With such limitation of scope, differences in sample characteristics and limited number of studies, it is not possible to attach effect sizes to specific variables with confidence. For example, in Tanzania there is no published study that examines PE teachers' professional practices.

From the review of literature as well as related studies that have been articulated on the area of professional ethics, there are distinct gaps that the current study identified and attempted to fill. Therefore, this study focused on exploring PE teachers' compliance with PCEC in Tanzania.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methodology of the study and is divided into ten sections: the research design, location of study, target population, the sample and sampling technique, and the instruments for data collection. Other sections include data collection procedure, validity and reliability of instruments, data analysis and statistical procedure. The last section is on ethical considerations.

3.2 Research Design

This study utilized a descriptive survey research design. Descriptive survey studies rely on individuals' reports of their knowledge, attitudes or behavior (Creswell, 2011). They assess attitudes, opinions, demographic information, conditions and procedures (Ary, Jacobs & Razavieh, 2002), and data are usually collected through questionnaires, interviews or observation. 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. Fowler (2001) contends that survey design gives in-depth responses about what people think and how they feel about the problem.

The survey design enabled the researcher to gain insights into the practices and behavior of the target group. The method was suitable for this study because it allowed freedom

for the respondents to express their views regarding the conduct of PE teachers. Additionally, survey design is also convenient in studying variables in their natural setting without manipulation (Haslam & McGarty, 2003) thus enabling to examine relations that would be difficult to isolate experimentally such as age, gender and teaching experience.

Moreover, surveys measure both independent and dependent variables. 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, integrity and honesty as well as ethical conflicts and dilemmas 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, level and location.

3.3 Location of the Study

This 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. The criteria for selecting these institutions were based on the presence of PE programmes at the institutions and administrative role of the institution such as TSD, which is concerned with teachers' conduct and discipline.

3.4 Target Population

The target population of the study comprised physical education and sports teachers, students and heads of institutions that offer PE programmes at secondary schools and teachers' colleges in Tanzania. The target population also included officials of Teachers' Service Department (TSD). The students were included in this study because teachers' work and behaviour is directed to students. Most researchers believe that the results of student ratings provide evaluators with valid, reliable, stable and valuable data concerning the quality and effectiveness of teaching (Penny, 2003; Centra, 2003). The population for this study was therefore a total of 5,948 respondents; 54 of these were PE teachers, 29 were TSD officials, 21 were heads of institutions and 5,844 were students. By 2010, in Tanzania, a total of 15 teachers' colleges and 6 secondary schools taught PE programme as an academic subject (see appendix G).

3.5 Sample and Sampling Procedure

Given the current status of PE in secondary schools and teachers colleges where there is inadequacy of PE teachers, this study adopted purposive sampling to select PE teachers, heads of institutions and officials from TSD. For students, stratified random sampling technique was used. The sample for students comprised ten percent (10%) of the student population studying PE as an academic subject. The sample for students was further classified and randomly selected based on class level and gender. According to Babbie (2005) and Gay and Airasian (2003), for descriptive studies, a sample of ten to twenty percent (10-20%) of the population is recommendable. A sample of 809 respondents was therefore selected, and it comprised 52 PE teachers, 16 TSD officials, 720 students and

21 heads of institutions (See appendix H). The criteria for selecting respondents were determined by the presence of PE programmes, that is, teaching and learning of PE as an academic subject as the case for PE teachers and students respectively. Students were also selected based on their involvement in school sport. The heads of institutions and TSD officials were selected because of their administrative roles and functions of overseeing teachers conduct and discipline.

3.6 Instruments for Data Collection

The instruments used for data collection were questionnaires. A questionnaire is a way of getting data about persons by asking them rather than watching them behave (Ary, Jacobs & Razavieh, 2002). One advantage for using the questionnaire is that the instrument gives freedom to the respondents to give their views in a private setting. It also enables the collection of large amount of information in a reasonably quick time (Orodho, 2009) and has high reliability (Balci, 2001). Both open and closed ended questionnaire items were used in this study.

Closed-ended questionnaire items required PE indicate to evaluate their knowledge on PCEC on a 5 pont Likert scale ranging from full knowledge (5), high knowledge (4), moderate knowledge (3), low knowledge (2) and slight knowledge (1). Closed-ended questionnaires also 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 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. Participants also used closed ended questionnaire to evaluate on a five point likert scale the conflicts and dilemma that PE teachers faced in their work. Open-ended questionnaire items sought understanding of the Professional Code of Ethics and Conduct (PCEC) and how PCEC was enforced and underscoring the disciplinary cases that involved PE teachers.

The questionnaires for this study were developed by the researcher on the basis of literature and Tanzania's teachers' code of ethics and conduct. The questionnaires were reviewed by all the three supervisors who were guiding the researcher as well as the various panelists involved in the review of this study's research proposal. The review of instruments was also done by researchers in the Department of Physical and Health Education at Kenyatta University. The questionnaire for PE teachers sought information about their demographic details, education background, professional training, knowledge on the professional code of ethics and conduct, levels of compliance with the professional code of ethics and conduct, and ethical conflicts as well as the dilemma they faced when performing their duties (see appendix C).

The questionnaire for Heads of Institutions (HoI) (see appendix D) sought information on their demographic characteristics, knowledge on the professional code of ethics and conduct, their views on how they enforced the Professional Code of Ethics and Conduct (PCEC) and their rating of how Physical Education (PE) teachers complied with the professional code of ethics and conduct. The questionnaire for Heads of Institutions also sought to explore the conflict and dilemma facing Physical Education teachers in their

duties. The questionnaire for students (appendix E) sought their demographic characteristics and their evaluation of PE teachers' compliance with the professional code of ethics and conduct. The questionnaire for students also sought to solicit information concerning conflicts and dilemma facing PE teachers in their duties. The questionnaire for Teachers' Service Department (TSD) officials (see appendix F) gathered their demographic information and their work experience. The questionnaire for TSD officials was also designed to gather information concerning disciplinary cases and misconduct involving Physical Education (PE) teachers as well as the most reported conflicts and dilemmas concerning teachers.

3.7 Pre-Testing of Research Instruments

Before the actual administration of the questionnaires to the respondents, a pre-test of the instruments was conducted. This involved physical education teachers and students from two secondary schools in Tanzania who were not later involved in the main study. One was privately owned by the military (Tanzania Defense Force) and another owned by a Catholic mission. Out of the two schools that were involved in the pilot study, one was located in urban area and another in rural area. The schools were selected basing on the presence of PE and sport as an academic subject in their school core curricula activities. Pre-testing of the instruments was also carried out to TSD officials in districts where the schools were located. The pre-testing helped to determine the suitability, clarity and appropriateness and consistence of the items in addressing the variables that were under investigated.

3.8 Validity and Reliability of Instruments

Before the actual data collection, the instruments for this study were designed to maintain both validity and reliability. First, the researcher's supervisors independently reviewed and assessed the questionnaire items to check the appropriateness, relevance, and consistency of the items. Second, there were also peer and departmental review of the instruments during departmental presentation of the proposal in the Department of Physical and Health Education at Kenyatta University. The instruments were then adjusted based on observations made by supervisors, peers and panelists as well as members of Department of Physical and Health education. Clarifications, omissions or edition of ambiguous statements were done to ensure clarity, relevancy and consistency.

The test-retest method was employed to determine the reliability of the questionnaires. The questionnaires were administered twice to the subjects targeted in the pre-test phase within an interval of two weeks. The Pearson correlation was then computed to show the reliability indices of the instruments. The reliability of 0.78 and 0.89 were found for PE teachers and students' questionnaire respectively. The reliability for heads of institutions and TSD officials' questionnaires were 0.87 and 0.85 respectively. A correlation coefficient between ±.70-1.00 is considered as strong (Jackson, 2009) and a reliability index above 0.5 is considered appropriate and acceptable (Babbie, 2005) for a study. In this case the instruments were appropriate to be used for the study.

In addition, research assistants were trained during the pre-testing stage, and instructions and questions were clarified. Leary (2001) notes that clarifying instructions and

questions, and training observers can help increase the reliability of measures. Moreover, during the process of data collection, recording and coding, the researcher worked closely with the research assistants to ensure errors are minimized.

3.9 Data Collection Procedures

Permission for data collection was sought from Kenyatta University in Kenya and from the Ministry of Education and Vocational Training in Tanzania (see appendices J & K respectively). A permit to conduct the research was also sought from regional and district administrative secretaries where this study was conducted in Tanzania. The researcher used research assistants to collect data. Follow-ups were made to ensure that respondents receive the questionnaires and make returns. For each of the closed ended questionnaires, the respondents were required to tick (√) the answers that best represented their views out of the choices provided.

3.10 Data Analysis and Presentation

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 significant mean differences.

Data analysis was carried out in three phases: the first phase involved descriptive data, where means, percentages and standard deviations were obtained from the data to simplify understanding of distribution of the responses. The mean is a very significant measure of central tendency because of its sensitivity to all the scores on a continuum (Mugenda & Mugenda, 2003) hence its choice. The standard deviation, on the other hand, gives a measure of distance of a score (dispersion) from the mean thus significant in this study. Percentage gives a clear ranking of a score in the distribution (Thomas & Nelson, 2001). In this study, the descriptive data for PE teachers' knowledge on and compliance with PCEC, and the ethical conflicts and dilemmas that faced PE teachers were generated from PE teachers' questionnaire. The descriptive information regarding PE teachers' compliance with PCEC across institutional variables was also generated from heads of institution and students questionnaire. In addition, the descriptive data for ethical conflicts and dilemmas that faced PE teachers across institutional variables also were generated from questionnaire for heads of institutions, students and TSD officials.

The second phase of analysis was the t-test of independent groups. 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. In this study, t-test of independence was used to test whether there was significance difference between dependent variables (knowledge on the professional code of ethics and conduct, compliance level with PCEC, and ethical conflicts and dilemma faced by PE teachers) and the independent variables of gender, location, marital status and level of institution.

The third phase of analysis involved analysis of variance (ANOVA). ANOVA is a parametric statistical technique which is used to determine whether significance differences exist among means of three or more sets of data (Thomas & Nelson, 2001). In this study, 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 knowledge on PCEC, compliance with PCEC and ethical conflicts and dilemmas facing PE teachers. Hypotheses testing was set at 0.05 level of significance. Post hoc analysis was computed using the Tukey HSD test to locate inter group differences at 0.05 alpha level upon obtaining significant F values. In this study, hypothesis testing was generated from PE teachers' questionnaire.

3.11 Ethical Considerations

Prior to the collection of the data, the researcher obtained permission from the Ministry of Education and Vocational Training in Tanzania to conduct research in secondary schools and teachers' colleges. Permission was also granted from authorities in relevant institutions where the researcher carried out his study. During administration of the instruments, the researcher explained to the respondents the aim of the study and assured them of confidentiality for the information they provided (see Appendix A). Finally, participants were also asked for their consent to participate in the study (see Appendix B).

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study whose main purpose was to determine the extent of compliance of PE teachers with the professional code of ethics and conduct in Tanzania. The main objectives of the study were to:

a. Determine the perception of PE teachers in Tanzania of their knowledge on the professional code of ethics and conduct (PCEC).
b. Find out the relationship between demographic and institutional variables to PE teachers' knowledge on the professional code of ethics and conduct in Tanzania.
c. Determine the extent of compliance of PE teachers with the professional code of ethics and conduct in Tanzania.
d. Examine the influence of demographic and institutional variables to PE teachers' compliance with the professional code of ethics and conduct in Tanzania.
e. Determine the prevalence of ethical conflicts and dilemmas experienced by physical education teachers in their observance of the professional code of ethics and conduct in Tanzania.
f. To find out whether demographic and institutional variables influence the ethical conflicts and dilemma that PE teachers face.

To achieve these objectives, six research questions and hypotheses were developed. Results and discussions in line with the objectives are presented below.

4.2 Demographic Characteristics of Respondents

The demographic characteristics of respondents that were focused on were age, educational background, gender, marital status and teaching experience. Included also were their institutional variables of location, ownership and level of institution. A total of 809 respondents participated in this study. Figure 4.1 shows the percentage of the sample of respondents.

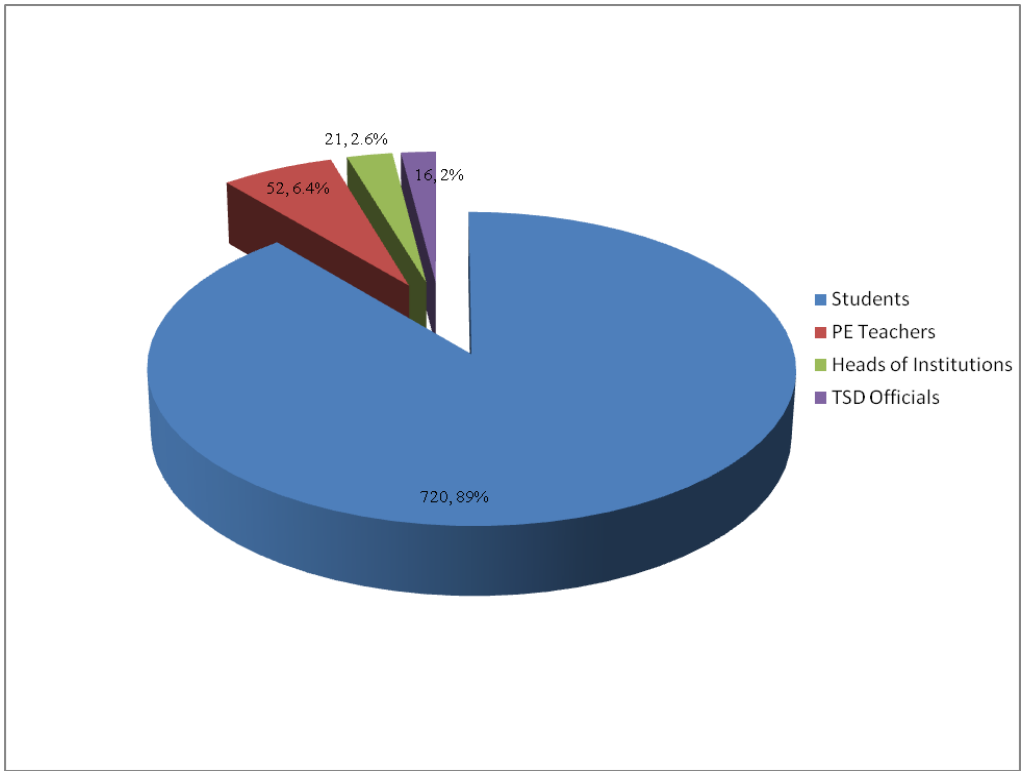


Figure 4.1 Percentages of Respondents by their Sample

As Figure 4.1 shows, 52 (6.4%) participants were Physical Education (PE) teachers, 21 (2.6%) were heads of institutions, 720 (89%) were students and 16 (2%) were Teachers' Service Department (TSD) officials.

4.2.1 Age of Respondents

The age of respondents for this study is presented in Table 4.1.

Table 4.1 Age of Students, PE Teachers, TSD Officials and Heads of Institutions

Age	Students	PE Teachers	TSD Officials	Heads	Total
10-15	48 (6.7%)	0 (0 %)	0 (0 %)	0 (0 %)	48 (5.9%)
16-20	193 (26.8%)	0 (0 %)	0 (0 %)	0 (0 %)	193 (23.9%)
21-25	377 (52.3%)	0 (0 %)	0 (0 %)	0 (0 %)	377 (46.6%)
26-30	102 (14.2%)	19 (36.6%)	0 (0 %)	0 (0 %)	121 (14.9%)
31-35	0 (0 %)	8 (15.4%)	0 (0 %)	0 (0 %)	8 (1%)
36-40	0 (0 %)	6 (11.5%)	0 (0 %)	0 (0 %)	6 (0.7%)
41-45	0 (0 %)	10 (19.2%)	4 (25%)	5 (23.8%)	19 (2.4%)
> 45	0 (0 %)	9 (17.3%)	12 (75%)	16 (76.2%)	37 (4.6%)
Total	720 (100%)	52 (100%)	16 (100%)	21 (100%)	809 (100%)

Table 4.1 indicates that the largest sample of respondents (377, 46.6%) who participated in this study were in the age category of 21-25 years, followed by respondents with the age category of 16-20 years (193, 23.9%) and 26-30 years (121, 14.9%). Respondents of age 36-40 years were the least presented (6, 0.7%), followed by respondents of age 31-35 years (8, 1%), 41-45 years (19, 2.4%), above 45 years (37, 4.6%) and respondents of 10-15 years (48, 5.9%).

As far as age categories were concerned within the sample of respondents, for PE teachers (n =52), majority of respondents for this study were 26-30 years (19, 36.5%) and for students (n =720), majority of participants were in the age category of 21-25 years (377, 46.6%), followed by respondents of age 16-27 years (193, 23.9%). For the heads of institutions (n =21), majority of respondents were more than 45 years old (16, 76.2%). For TSD officials (n =16) majority of respondents were above 45 years of age (12, 75%). As far as age categories are concerned, the respondents involved in this study reflect that

PE and sports in schools and colleges involve students, who are in adolescent stage and early adulthood, whereas teachers are in their early and middle adulthood.

4.2.2 Education Level of Respondents

The level of education of respondents was categorized according to respondents in question. Students were grouped into three educational backgrounds, namely: O'level, A'level, certificate and diploma. The other respondents fell into the category of certificate, diploma, degree and postgraduate degree (PGD).

Table 4.2 Educational Level of Respondents

Educational Level	Students	PE Teachers	TSD Officials	Heads	Total
O' Level	112 (15.5)	0 (0%)	0 (0%)	0 (0%)	112 (13.8%)
A'Level	7 (1%)	0 (0%)	0 (0%)	0 (0%)	7 (0.9%)
Certificate	268 (37.2%)	4 (7.7%)	0 (0%)	0 (0%)	272 (33.6%)
Diploma	333 (46.3%)	15 (28.8%)	3 (18.8%)	0 (0%)	351 (43.4%)
Degree	0 (0%)	31 (59.6%)	13 (81.2%)	17 (81%)	61 (7.6%)
Postgraduate	0 (0%)	2 (3.9%)	0 (0%)	4 (19%)	6 (0.7%)
Total	720 (100%)	52 (100%)	16 (100%)	21 (100%)	809 (100%)

Table 4.2 indicates that, among the respondents who participated in this study, 112 (13.8%) had ordinary level of education (O'level) and 7 (0.9%) had advanced level of education (A'level). Table 4.2, further indicates that, 272 (33.6%) respondents had certificate level of education, and 351 (43.4%) had diploma level of education. Furthermore, the findings show that, 61 (7.6%) had degree level of education and 6 (0.7%) had postgraduate level of education. Out of all the participants in this study, respondents with diploma level of education (351, 43.4%) were the cluster with largest number of respondents followed by respondents with certificate level of education (272, 33.6%).

Of all PE teachers (n = 52) who participated in the study, 31 (59.6%), were degree holders 15 (28.8%) were diploma holders, 4 (7.7%) were certificate holders and 2 (3.9%) had postgraduate level of education. This gives an indication that secondary schools and teachers' colleges have the most qualified physical education teachers. As for heads of institutions (n = 21), degree holders were 17 (81%) and those with postgraduate degree were 4 (19.1%). It is also important to note that among the heads of institutions who had postgraduate degrees, 1 (4.76%) had a background in physical education and sport.

As for students (n =720), the cluster with the largest number of respondents were diploma students (333, 46.3%), followed by certificate students (268, 37.2%) and O'level students (112, 15.5%). However, the number of A' level students who participated in this study was very low (7, 1%) compared to the rest of students. A' level students in Tanzania are grouped into specialized subject combinations of which physical education is not included, so they only take part in sport as an extra curricula activity. Physical education is a compulsory course for certificate and diploma students. The high number of participants in the cluster of diploma and certificate students implies that students in teachers' colleges participated in physical education and sports lessons. As for TSD officials, 13 (81.2%) were degree holders and 3 (18.8%) were diploma holders.

4.2.3 Gender of Respondents

The subjects of the study included 486 (60.4%) males and 320 (39.6%) females as shown in Figure 4.2.

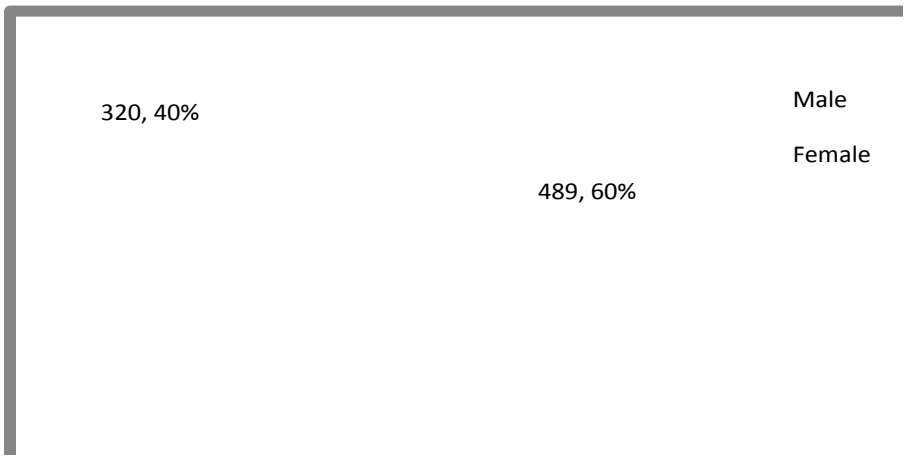


Figure 4.2 Gender of Respondents

Figure 4.2 shows the number and percentage of male and female respondents that participated in this study, in which male participants were more than female participants. Table 4.3 shows the gender of respondents by status.

Table 4.3 Gender of Respondents

Gender	Students	PE Teachers	TSD Officials	Heads	Total
Male	419 (58.2%)	41 (78.8%)	11 (68.8%)	18 (85.7%)	489 (60.4%)
Female	301 (41.8%)	11 (21.2%)	5 (31.2%)	3 (14.3%)	320 (39.6%)
Total	720 (100%)	52 (100%)	16 (100%)	21 (100%)	809 (100%)

Table 4.3 indicates that male PE teachers (41, 78.8%) who participated in this study were more than female PE teachers (11, 21.2%). The low number of female PE teachers is an indication that only few females take part in the teaching of physical education and sports in secondary schools and teachers' colleges. Additionally, the same trend was found for heads of institutions in which the number of female heads of institutions was smaller (3, 14.3%) than that of male (18, 85.7%). As for students, the same trend was reflected whereby the number of male students that were either studying PE or participating in

school sport (419, 58.2%) outnumbered that of female students (301, 41.8%). These results confirm the general perception that PE and sports are masculine activities. Hence, it was not surprising to find more males than females participating in PE and sports at different levels.

Regarding TSD officials, male officials (11, 68.8%) were more than female officials (5, 31.2%). One possible explanation for this among TSD officials is that being a TSD official one must have been a teacher in either primary, secondary or colleges of education. According to the Basic Education Statistics in Tanzania (BEST) (2009), by the year 2009, there were 22,972 male and 10,982 female teachers in secondary schools in Tanzania (URT, 2009). For teachers' colleges, there were 1,128 male and 550 female teachers. With this number of male teachers in the country it was not surprising to find more male who were TSD officials at district offices.

4.2.4 Marital Status of PE Teachers, TSD Officials and Heads of Institutions

The marital status of the respondents is shown in Table 4.4.

Table 4.4 Marital Status of PE Teachers, TSD Officials and Heads of Institutions

Marital Status	PE Teachers	TSD Officials	Heads	Total
Single	15 (28.8%)	1 (6.2%)	2 (9.5%)	18 (20.2%)
Married	37 (71.2%)	15 (93.8%)	19 (90.5%)	71 (79.8%)
Total	52 (100%)	16 (100%)	21	89 (100%)

As indicated in Table 4.4, out of the 52 PE teachers who participated in this study, majority of them were married (37, 71.2%) as compared to 15 (28.8%) who were single. As for the heads of institutions 19 (90.5%) were married and 2 (9.5%) were single.

Likewise for TSD officials, majority of participants (15, 93.8%) were married. In general, the findings show that majority of the respondents were married (71, 79.8%) as compared to those who were single (18, 20.2%).

4.2.5 Teaching Experience of PE Teachers

Data regarding the teaching experience of PE teachers are presented in Table 4.5.

Table 4.5 Teaching Experience of PE Teachers

Years of Teaching Experience	Frequencies	Percentages
1-5	30	57.7%
6-10	9	17.3%
11-15	4	7.7%
> 15	9	17.3%
Total	52	100%

Table 4.5 indicates that majority of PE teachers who participated in this study had little teaching experience of 1-5 years (30, 57.7%). The larger number of the young teachers might have been due to the government strategy of employing teachers for the purpose of implementing secondary education development plan (SEDP). However, this question was not administered to students, heads of institutions and TSD officials as it was intended to show how experience influenced PE teachers' compliance with the professional code of ethics and conduct.

4.2.6 Location of Respondents' Institutions

The location of institutions of respondents of this study is indicated in Table 4.6.

Table 4.6 Location of Respondents' Institutions

Location	# of Institutions	# Respondents
Urban	16 (76.2%)	616 (74.1%)
Rural	5 (23.8%)	193 (23.9%)
Total	21 (100%)	809 (100%)

Table 4.6 shows that majority of institutions (16, 76.2%) were located in urban areas as compared to rural areas, which had only 5 (23.8%) institutions. As Table 4.6 indicates, institutions located in urban areas also had more respondents (616, 74.1%) than those located in rural areas (193, 23.9%). Tanzania like many other African countries has unequal distribution of social services where rural areas are marginalized as compared to urban areas (Sumra, 2004; Mulkeen & Chen, 2008). It was therefore, not surprising to find educational institutions such as secondary schools and teachers' colleges located more in urban areas than rural areas. This was also the case for TSD offices which were only located in urban areas.

4.2.7 Institutional Ownership

Data regarding the participants by their institutional ownership are presented in Table 4.7.

Table 4.7 Respondents' Institutional Ownership

Ownership	Students	PE Teachers	TSD Officials	Heads	Total
Government	637 (88.5%)	42 (80.7%)	16 (100%)	17(80.9%)	712 (88%)
Private	14 (1.9%)	2 (3.9%)	0 (0%)	1 (4.8%)	17 (2.1%)
Military	42 (5.8%)	6 (11.5%)	0 (0%)	2 (9.5%)	50 (6.2%)
Religious	27 (3.8%)	2 (3.9%)	0 (0%)	1 (4.8%)	30 (3.7%)
Total	720 (100%)	52 (100%)	16 (100%)	21 (100%)	809(100%)

Majority of respondents, who participated in this study as indicated in Table 4.7, came from government institutions (712, 88%) and followed by military institutions (50, 2%). Religious and private institutions had least participants (30, 3.7%) and 17 (2.1%) respectively. In Tanzania most of the educational institutions are public. By 2009, the Government-owned secondary schools were 3,283 (80%) and non –Government schools were 819 (20%) (United Republic of Tanzania, 2009).

4.2.8 Respondents' Institutional Level

Respondents' levels of institution are presented in Table 4.8.

Table 4.8 Institutional Level of Students, PE Teachers, TSD Officials and Heads of Institutions

Institution	Students	PE Teachers	TSD Officials	Heads	Total
Secondary school	119 (16.5%)	12 (23.1%)	0 (0%)	5 (23.8%)	136 (16.8%)
Teachers' College	601 (83.5%)	40 (76.9%)	0 (0%)	15 (71.4%)	656 (81.1%)
TSD	0 (0%)	0 (0%)	16 (100%)	1 (4.8%)	17 (2.1%)
Total	720 (100%)	52 (100%)	16 (100%)	21 (100%)	809 (100%)

Table 4.8 shows that majority of respondents came from Teachers' colleges (656, 81.1%). A few from secondary schools (136, 16.8%) and TSD had least participants (17, 2.1%). Physical Education as a subject is still optional in secondary schools and it was only five schools that taught PE as an academic subject in Tanzania by 2010. However, in teachers' colleges, PE is a compulsory (core) subject to all students. Therefore, it was possible to find more students in teachers' colleges who study Physical Education and participate in sports than in secondary schools.

4.3 Physical Education Teachers' Knowledge on the Ethical and Professional Conduct of a Teacher

One of the objectives of the research was to determine the perception of PE teachers in Tanzania of their knowledge on the Professional Code of Ethics and Conduct (PCEC). To achieve this, the PE teachers were required to indicate the extent of their knowledge on PCEC for teachers in Tanzania. Thirteen items measuring knowledge on 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 measured PE teachers' subject and pedagogical knowledge, character, commitment to work, and self improvement, accountability, communication, service to community and working relationships. The items also measured PE teachers' knowledge on their responsibilities. Results are presented in Table 4.9.

Table 4.9 Descriptive Data for PE Teachers' Knowledge on the PCEC

Item: An ideal teacher is one who	Mean	SD
Possesses content knowledge and knows all areas of curriculum.	4.5	0.54
Knows the relevant applications of the content he/she teaches	4.56	0.50
Knows how to use a variety of methods to teach and assess students.	4.52	0.51
Can plan instruction that is appropriate for the students	4.56	0.54
Reflects and evaluates his choices and actions to improve instruction.	4.40	0.53
Is patient, determined and courageous.	4.31	0.47
Respects and takes care of learners	4.29	0.54
Dresses neatly, clean and appropriately for the situation	4.48	0.61
Can communicate effectively to students.	4.35	0.52
Seeks for self improvement and understands trends in education	4.40	0.53
Initiates change in his/her field of specialisation	4.37	0.49
Collaborates and communication with fellow teachers, staff, administration, parents and community members.	4.42	0.50
Participates in school decisions, setting policies and rules.	4.22	0.58
Total Knowledge on PCE	4.41	.32

Results in Table 4.9 show that PE teachers had high knowledge on the professional code of ethics and conduct (M= 4.41, SD .32). For example, PE teachers had high knowledge that an ideal teacher is the one who is supposed to possess subject or content knowledge. 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 and plan instruction according to the level of learners.

Findings in Table 4.9 also reveal that PE teachers were highly knowledgeable that a teacher is supposed to exhibit an exemplary character. For example, they agreed that an ideal teacher is the one who is patient, determined and courageous. PE teachers were also aware that an ideal teacher is one who dresses neatly, clean and according to the situation. This aspect is important for a physical education teacher because the way the teacher dresses in a swimming class will be different when the same teacher is teaching theory lessons. Roach (1997) examined the influence of a teaching assistant's attire in a university classroom and found significant relationships between an instructor's attire and student's cognitive and affective learning and ratings of instruction. Moreover, they were knowledgeable that an ideal teacher participates in school decisions, setting policies and rules, can communicate effectively to students, and collaborates and communicates with other fellow teachers, staff, administration, parents and community members.

Generally, these findings concur with those of Tichenor and Tichenor (2005) who, in their study on understanding teachers' perspectives on professionalism found that

teachers had high standards, ideals, expectations for themselves and other teachers. They were conscientious, creative, dedicated and goal oriented. Tichenor and Tichenor (2005) noted further that personal virtues such as patience, determination, courage and respect for learners contribute to professionalism. According to Tichenor and Tichenor, an ideal teacher is the one who is resilient, keeps composure at all times and under all circumstances, is caring, nurturing, friendly, patient, well organized, flexible and confident. Additionally, Tichenor and Tichenor (2009) 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 and 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 highly knowledgeable on 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 and actively seek opportunities to grow professionally, participate in meaningful professional development activities and initiate change in their field of specialization.

As regards subject knowledge, the PE teachers were aware that an ideal teacher is one who possesses content knowledge in their 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 they serve. They must also respect the learners whom they teach.

The findings of this study show that PE teachers in Tanzania possess common and high perception on the professional code of ethics and conduct. This is indicated by the common perception that PE teachers had concerning the behaviours which make one to be a competent teacher. PE teachers were of the view that for one to maintain professionalism, they 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. However, despite PE teachers having high knowledge on the PCEC, results from closed ended questionnaire revealed that majority of them (69.2%) did not possess a copy of the professional code of ethics and conduct. This may imply that their knowledge on the PCEC was merely based on their educational background only. The Ministry of Education and Vocational Training therefore must make efforts for teachers to have copies of the professional code of ethics and conduct.

4.4 PE Teachers' Knowledge on Professional Code of Ethics and Conduct in Relation to their Demographic Characteristics

One of the research objectives was intended to find out the relationship between demographic variables and PE teachers' knowledge on the professional code of ethics and conduct in Tanzania. It was hypothesized that there would be no significant differences in the extent of PE teachers' knowledge on the Professional Code of Ethics and Conduct (PCEC) in relation to their demographic characteristics. The hypothesis was further split into five sub-hypotheses that captured demographic variables of age, education level, gender, marital status and teaching experience of the PE teachers. Findings are presented below.

4.4.1 PE Teachers' Knowledge on PCEC Across Age Categories

The first sub-hypothesis stated that there would be no significant difference in PE teachers' knowledge on the PCEC across their age categories. Results are presented in Table 4.10.

Table 4.10 Descriptive Statistics for PE Teachers' Knowledge on PCEC Across their Age Categories

Age of Respondents	n	Mean	SD
25-30 Years	19	4.54	.29
31-35 Years	8	4.48	.33
36-40 Years	6	4.13	.14
41-45 Years	10	4.35	.37
Above 45 Years	9	4.35	.29
Total	52	4..41	.32

Table 4.10 shows that respondents in all age categories had high knowledge on the professional code of ethics and conduct (M = 4.41, SD = .32). However, young PE teachers of age 25-30 years and 31-35 years showed higher level of knowledge on the professional code of ethics and conduct (M =4.54, SD .29 and M=4.48, SD =.33) respectively as compared to older PE teachers of age 36 to 40 years (M=4.13, SD =.14), 41-45 years (M =4.35, SD = .37) and those above 45 years (M =4.35, SD = .28).

In order to determine whether there were significant differences among the subjects across age categories, a one-way ANOVA was used to test for PE teachers' knowledge on PCEC differences among the four age categories. Results are shown in Table 4.11.

Table 4.11 One-way ANOVA to Test the Statistical Significance Difference between Means of PE Teachers' Knowledge on PCEC Across their Age Categories

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.897	4	.224	2.484	.056
Within Groups	4.241	47	.090		
Total	5.138	51			

** $p < .05$*

Table 4.11 reveals that there were no significant differences across the five age categories [F (4, 47 =2.484, p=.056)]. Therefore, the null sub-hypothesis that there would be no significant difference in PE teachers' knowledge on PCEC across their age was not rejected. All the five age categories of PE teachers had high knowledge on PCEC and therefore their knowledge was not based on age. The mean differences amongst the age variables were very small. It is, however, sufficient to note that young PE teachers were more knowledgeable about PCEC. Perhaps this was because most of them had just graduated from universities and attained adequate knowledge concerning their field.

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 on the codes and age. However, findings are in contrast with those of Shahri (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 on the professional code of ethics and conduct. Such contested results may reflect the fact that age alone cannot be a determinant factor of knowing something, but it can only be used under the influence of some other factors such as years of training, experience, type and ownership of the institution, and location. This has been evident in this study as there were no marked variations amongst the age variables.

4.4.2 PE Teachers' Knowledge on PCEC Across their Educational Levels

The second sub-hypothesis stated that there would be no significant difference in PE teachers' knowledge on PCEC across their education background. Results are indicated in Table 4.12.

Table 4.12 PE Teachers' Knowledge on PCEC Across their Education Levels

Education Level	n	Mean	SD
Certificate	4	3.92	.11
Diploma	15	4.22	.17
Degree	31	4.53	.26
Postgraduate	2	5.00	.00
Total	52	4.41	.32

Results in Table 4.12 indicate that respondents who had postgraduate degrees, on the one hand, exhibited a full knowledge on the professional code of ethics and conduct (M = 5.0, SD=0.00). On the other hand, degree and diploma holders had a higher knowledge on the professional code of ethics and conduct (M =4.53, SD =.26 & M =4.22, SD = .17 respectively) as compared to respondents with certificate level of education who had a moderate knowledge on the professional code of ethics and conduct (M = 3.92, SD .11).

As mean differences indicate in Table 4.12, the more educated respondents were, the higher they understood the professional code of ethics and conduct. This implies that knowledge on the professional code of ethics and conduct increased with the increase in the level of education. In order to determine whether the observed mean differences were significant or not, a one-way ANOVA was used to test for extent of knowledge differences amongst the four groups. The results are presented in Table 4.13.

Table 4.13 One-way ANOVA to Test the Statistical Significance Difference between Means of PE Teachers' Knowledge on PCEC Across their Educational Levels

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.647	3	.882	17.008	.000
Within Groups	2.490	48	.052		
Total	5.138	51			

** $p < .05$*

Results as shown in Table 4.13 indicate that knowledge on the professional code of ethics and conduct differed significantly across the four education levels [F(3,48) = 17.008, p = .000)]. To further examine the differences, a post hoc analysis using Tukey HSD was conducted and results are indicated in Table 4.14.

Table 4.14 Tukey HSD Post Hoc Results for PE Teachers' Knowledge on PCEC Across their Educational Levels

Education Level (I)	Education Level (J)	Mean Difference (I-J)	Std. Error	Sig.
Certificate	Diploma	-.29744	.12818	.108
	Degree	-.60939*	.12102	.000
	Postgraduate	-1.07692*	.19726	.000
Diploma	Certificate	.29744	.12818	.108
	Degree	-.31195*	.07164	.000
	Postgraduate	-.77949*	.17147	.000
Degree	Certificate	.60939*	.12102	.000
	Diploma	.31195*	.07164	.000
	Postgraduate	-.46754*	.16618	.035
Postgraduate	Certificate	1.07692*	.19726	.000
	Diploma	.77949*	.17147	.000
	Degree	.46754*	.16618	.035

*. The mean difference is significant at the 0.05 level

The findings in Table 4.14 show that there were significant differences in knowledge on PCEC across levels of education, where postgraduate holders differed significantly with other levels of education. A statistically significant difference was found between postgraduate holders and certificate holders (1.07692, $p < .001$), postgraduate holders and diploma holders (.77949, $p < .001$), and postgraduate holders and degree holders (.46754, $p = .035$). Similarly, a significant difference was also noted between degree holders and certificate holders (.60939, $p < .001$), and between degree holders and diploma holders (.31195, $p < .001$).

However, the results also reveal that there was no significant difference in knowledge on PCEC between certificate and diploma holders (-.29744, $p = .108$). This would 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 in PE teachers' knowledge on PCEC across educational levels was rejected.

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 Fotopoulopou (2011) who in their study on teachers' perception on professionalism and professional development in Greece found that the length of study is closely related with the knowledge on 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 the knowledge on the professional code of ethics and conduct 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.

4.4.3 PE Teachers' Knowledge on Professional Code of Ethics and Conduct by Gender

The third sub-hypothesis stated that there would be no significant difference in PE teachers' knowledge on the PCEC by their gender. Data are presented in Table 4.15.

Table 4.15 Descriptive Data and t-Test for PE Teachers' Knowledge on PCEC by their Gender

Gender	n	Mean	SD	t-Value
Male	41	4.42	.33	.926
Female	11	4.41	.27	
Total	52	4.41	.32	

** $p < .05$*

Table 4.15 reveals that both males (M = 4.42, SD = .33) and females (M = 4.41, SD = .27) had high level of knowledge on PCEC. These data show that there was very minimal difference between male and female PE teachers. The common perception of the professional code of ethics and conduct among PE teachers might have been due to the fact that both male and female PE teachers attend the same training during their professional preparation.

To determine whether there was no significant difference, an independent t-test was conducted. Results indicate that there was no significant difference [t (50) =.093, p = .926] in knowledge on the professional code of ethics and conduct between male PE teachers (M =4.42, SD .331) and female PE teachers (M =4.41, SD = .273). Therefore, the null sub hypothesis that there would be no significant difference in PE teachers' knowledge on PCEC by gender was not rejected.

The findings of the present study concur with those of Sezgin (2009) who found no significant differences between genders in the perception of professionalism. However, these findings are in contrast with those of Mooij (2010) whose study among the secondary school teachers indicated that female teachers scored higher than male teachers

in their understanding of the professional codes. The findings of this study have shown that the very nature of participation in PE and sports allows both males and females alike to have the same perception on the professional code of ethics and conduct.

4.4.4 PE Teachers' Knowledge on Professional Code of Ethics and Conduct by their Marital Status

The fourth sub-hypothesis stated that there would be no significant difference in PE teachers' knowledge on the professional code of ethics and conduct by their marital status. Data are presented in Table 4.16.

Table 4.16 Descriptive Data and t-Test for PE Teachers' Knowledge on Professional Code of Ethics and Conduct by their Marital Status

Marital Status	n	Mean	SD	t-Value
Single	15	4.46	.33	.153
Married	37	4.39	.33	
Total	52	4.41	.32	

** $p < .05$*

Results in Table 4.16 show that although both single and married PE teachers had high knowledge on PCEC, single PE teachers had a relatively higher knowledge (M =4.46, SD =33) than married PE teachers (M = 4.39, SD =.33). To determine whether there was significant difference in extent of knowledge on the professional code of ethics and conduct between married and single PE teachers, an independent t-test was conducted. Results indicate that there was no significant difference [t (50) = 1.451, p = .153] in knowledge on the PCEC between single PE teachers (M =4.46, SD .33) and married PE teachers (M =4.39, SD = .33). Therefore, the null hypothesis that there would be no significant difference in PE teachers' knowledge on the professional code of ethics and

conduct by their marital status was not rejected. These findings show that PE teachers' knowledge on the professional code of ethics and conduct was not dependent on their marital status. While studies on how one's marital status can influence his/her level of understanding of professional code of ethics and conduct are scarce, the findings of this study can shade light on the matter. The mean scores of the respondents have indicated that knowledge on the professional code of ethics and conduct is not gained because of one's marital status but it is through thorough training and education that can help one to acquire knowledge of a particular profession.

4.4.5 PE Teachers' Knowledge on Professional Code of Ethics and Conduct Across their Teaching Experience

The fifth sub-hypothesis was on the extent of knowledge on the professional code of ethics and conduct in relation to the PE teachers' teaching experience. It was hypothesized that there would be no significant difference in PE teachers' knowledge on PCEC in relation to their teaching experience. Results are presented in Table 4.17.

Table 4.17 Descriptive Data for PE Teachers' Knowledge on Professional Code of Ethics and Conduct Across their Teaching Experience

Teaching experience	n	Mean	SD
1-5 years	30	4.49	.32
6-10 years	9	4.36	.33
11-15 years	4	4.25	.25
>15 years	9	4.30	.30
Total	52	4.41	.32

Results in Table 4.17 indicate that all PE teachers irrespective of their teaching experience had high knowledge on PCEC. However, PE teachers who had little teaching

experience between 1-5 years seemed to be more knowledgeable about PCEC (M =4.49, SD = .32) than PE teachers with teaching experience of 6 to 10 years (M = 4. 36, SD = .33), 11-15 years (M =4.25, SD = .25) and those with over 15 years of teaching experience (M =4.30, SD = 30). This might have been due to the fact that they were still fresh from their university education where they trained in the codes. This could make them understand much better about the codes of ethics and conduct.

To determine whether there were significant differences on the extent of PE teachers' knowledge on the professional code of ethics and conduct in relation to their teaching experience, one-way ANOVA was computed. Results are presented in Table 4.18.

Table 4.18 One-way ANOVA to Test the Statistical Significance Difference between Means of PE Teachers' Knowledge on PCEC Across their Teaching Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.410	3	.137	1.386	.258
Within Groups	4.728	48	.099		
Total	5.138	51			

** $p < .05$*

Results in Table 4.18 show that knowledge on PCEC did not differ significantly [F (3, 48) =1.386, p = .258)] across the four groups of years of teaching experience among PE teachers. Therefore, the null sub hypothesis that there would be no significant differences in PE teachers' knowledge on PCEC across their teaching experience was not rejected.

The current study has revealed that the years of teaching experience have no significant bearing on the level of understanding of the professional code of ethics and conduct among PE teachers. However, it is worthy to note that all PE teachers irrespective of their

teaching experience had high level of knowledge on PCEC. Since all PE teachers were knowledgeable about PCEC, it is good to nurture this knowledge through in-service program activities. Tichenor and Tichenor (2009) maintain that professional behaviour and characteristics can be fostered for veteran teachers through high quality and appropriate professional development activities and for beginning teachers through observing other teachers, receiving peer feedback, cultivating collegial relationships, and participating in lifelong learning experiences.

4.5 PE Teachers' Knowledge on Professional Code of Ethics and Conduct Across Institutional Characteristics

The research objective was intended to find out the relationship between institutional variables and PE teachers' knowledge on the professional code of ethics and conduct in Tanzania. It was hypothesized that there would be no significant difference in PE teachers' knowledge on the professional code of ethics and conduct across their institutional variables. The hypothesis was further split into sub-hypotheses which captured variables of location, ownership and level of institution.

4.5.1 PE Teachers' Knowledge on PCEC by Institutional Location

It was hypothesized that there would be no significant difference in knowledge on the PCEC between PE teachers who work in urban areas and those who work in rural areas. Data are presented in Table 4.19.

Table 4.19 Descriptive Data and t-Test for PE Teachers' Knowledge on PCEC by their Institutional Location

Location	Mean	SD	N	t-Value
Urban	4.39	.33	40	.252
Rural	4.51	.27	12	
Total	4.41	.32	52	

** $p < .05$*

Table 4.19 indicates that both urban and rural PE teachers were highly knowledgeable on PCEC. However, PE teachers whose institutions were located in rural areas exhibited relatively higher knowledge on PCEC (M =4.51, SD =.27) than those in urban areas (M =4.39, SD = .33).

To determine if there was any significant difference between the observed two means, an independent t-test was computed. Results show that the difference was not statistically significant [t (50) = -1.159, p =.252]. Therefore, the sub-hypothesis that there would be no significant difference in knowledge on PCEC between PE teachers who work in urban areas and those who work in rural areas was not rejected. Knowledge of PE teachers on PCEC was not determined by their location.

As results have indicated, one's educational background is crucial. In this study, it has been revealed that 59.6% of PE teachers in Tanzania were degree holders located in both urban and rural areas. This could be the source of inspiration to understanding PCEC among PE teachers elsewhere. In addition, many PE teachers were working in teachers' colleges where ethics code is taught to certificate and diploma teacher trainees. This could have assisted in improving their level of knowledge on PCEC.

4.5.2 PE Teachers' Knowledge on PCEC Across Institutional Ownership

It was hypothesized that there would be no significant difference in PE teachers' extent of knowledge on PCEC across institutional ownership. The results on PE teachers' knowledge on the PCEC across their institutional ownership are shown in Table 4.20.

Table 4.20 PE Teachers' Knowledge on PCEC Across Institutional Ownership

Ownership	n	M	SD
Government	42	4.45	.29
Private	2	3.85	.00
Military	6	4.23	.38
Religious	2	4.68	.13
Total	52	4.41	.32

Results in Table 4.20 show that there was a marked difference among the different categories of school ownership. Out of the four groups of institutional ownership, PE teachers in religious institutions had higher knowledge (M= 4.68, SD = .132), followed by government (M =4.45, SD = .29) and military (M =4.23, SD = .38) whilst PE teachers in private institutions had moderate knowledge (M = 3.85, SD =.00). The higher level of knowledge on PCEC among the PE teachers in religious institutions might be attributed to a strict system of recruitment where one's qualification is strictly observed. The low score (as compared to other institutions) in private schools could be explained by the fact that it is possible to employ unqualified teachers who are unlikely to demand high wages.

To determine whether the observed mean differences were significant or not, a one-way ANOVA was used to test for any significant differences in knowledge on PCEC

differences among PE teachers in the four groups owned by different institutions. Results are presented in Table 4.21.

Table 4.21 One-way ANOVA to Test the Statistical Significance Difference between Means of PE Teachers' Knowledge on PCEC Across Institutional Ownership

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.052	3	.351	4.119	.011
Within Groups	4.086	48	.085		
Total	5.138	51			

** $p < .05$*

Results in Table 4.21 show that knowledge on the professional code of ethics and conduct differed significantly across teachers in the four groups owned by different institutions [F(3,48) = 4.119, p =.011]. To further examine the differences, a post hoc analysis using Tukey HSD was conducted. Results are presented in Table 4.22.

Table 4.22 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

Results in Table 4.22 show that there were significant differences in the extent of knowledge on PCEC across institutional ownership. Religious-owned institutions differed significantly with privately -owned institutions (.83013, p = .032). There was also significant difference between government-owned and privately-owned institutions (.60806, p = .029). Based on the above findings, therefore, the null sub-hypothesis that there would be no significant difference in PE teachers' knowledge on the PCEC across their institutions owned by various groups was rejected.

The current study has revealed that knowledge on the professional code of ethics and conduct differs significantly across institutions owned by various agencies. Several possible explanations can be made for these differences. Firstly, religious-owned institutions offer religious courses alongside other courses; this helps to promote the knowledge 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.

4.5.3 PE Teachers' Knowledge on PCEC by the Level of their Institution

Another sub-hypothesis was on PE teachers' knowledge on PCEC by the level of their institution. This was intended to evaluate extent of knowledge on PCEC between PE

teachers in teachers' colleges and those teaching in secondary schools. Results are presented in Table 4.23.

Table 4.23 Descriptive Data and t-Test for PE Teachers' Knowledge on PCEC by their Institutional Level

Level of Institution	n	M	SD	t-Value
Secondary school	12	4.23	.37	.019
Teachers' college	40	4.47	.28	
Total	52	4.41	.32	

** $p < .05$*

It is evident from Table 4.23 that PE teachers in teachers' colleges had relatively higher knowledge on the PCEC (M = 4.47, SD = .28) than PE teachers in secondary schools (M = 4.23, SD = .37).

To determine whether the difference in perception was significant 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). Therefore, the null sub-hypothesis that there would be no significant difference in the extent of knowledge on PCEC between PE teachers in teachers' colleges and PE teachers in secondary schools was rejected. PE teachers in teachers' colleges had higher knowledge on PCEC than those teaching in secondary schools.

The findings of this study have highlighted the importance of teaching professional ethics in teachers colleges. In teachers colleges, 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 PCEC. Additionally, strict rules and regulations in teachers colleges may be an advantage for teachers to be more diligent in understanding and observing PCEC. Moreover, all teachers' colleges, unlike secondary schools employ only professionals for the teaching responsibilities. In secondary schools in Tanzania, it is possible to employ untrained teachers, such as form six leavers and graduates in other fields who have no professional background in education to teach students. In such cases, it is possible for teachers in secondary schools to have little knowledge on PCEC as compared to those in teachers' colleges.

4.6 Physical Education Teachers' Compliance with Professional Code of Ethics and Conduct in Tanzania

The research objective was intended to find out the extent of compliance of Physical education teachers with professional code of ethics and conduct in Tanzania. To do this, items related to the code of ethics and conduct were presented. The items highlighted the code of ethics and conduct for PE teachers in the dimensions of professionalism, responsibility, care and respect, as well as integrity and honesty. Items for each dimension were summed up using the Scientific Package for Social Sciences (SPSS) to get the total compliance for each particular dimension. Then the four dimensions were summed up to get overall compliance. The responses ranged from full compliance (5), high compliance (4), moderate compliance (3), little compliance (2) and non-compliance

(1). The highest scores on the likert scale implied full compliance while the lowest scores implied non-compliance. Physical education teachers were asked to evaluate and respond appropriately on the manner they exhibited their behaviour for each item. In addition, heads of institutions and students were asked to evaluate how their PE teachers behaved in relation to each item. Results are presented in Table 4.24.

Table 4.24 Descriptive Statistics on Respondents' Opinion on PE Teachers' Compliance with PCEC in Tanzania

Variable	Students		PE Teachers		HoI		Total	
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
Professionalism	4.06	.59	4.30	.37	4.01	.50	4.12	.49
Responsibility	4.04	.65	4.25	.42	4.09	.38	4.13	.48
Care and Respect	3.84	.69	4.18	.35	3.93	.43	3.98	.49
Integrity and Honesty	4.09	.57	4.35	.40	4.13	.43	4.19	.47
Total Compliance	4.01	.55	4.27	.30	4.04	.39	4.11	.53

As Table 4.24 indicates, all respondents reported that PE teachers had high levels of compliance with PCEC in the dimensions of professionalism (M= 4.12, SD =.49), responsibility (M =4.13, SD = .48) and integrity and honesty (M = M =4.19, SD = .47). The respondents indicated that PE teachers had moderate compliance in the dimension of care and respect (M =3. 98, SD.49). The results for all respondents indicate that PE teachers had high level of compliance (M= 4.11, SD .53), with PE teachers reporting a relatively higher level (M = 4.27, SD = .30) than heads of institutions (M = 4.04, SD =.39) and students (M= 4.01, SD = .55).

Additionally, results from open-ended questionnaires for both PE teachers and heads of institutions indicated that PE teachers complied with PCEC at high levels. Both PE

teachers and heads of institutions when asked the ways in which they implemented PCEC, they responded that they implemented PCEC through adhering to the rules and regulations, working with learners responsibly, being moral exemplary in their relationships with students and fellow teachers, and taking care and respecting learners.

Results from open-ended questionnaires also indicated that PE teachers collaborated with their fellow teachers, strived to improve their standard of work, and worked towards developing students to their full potentials and instill discipline in students. These findings concur with the theoretical framework discussed earlier. For example, PE teachers concurred with the teleological theory by striving to develop students to their full potentials, they concurred with the deontological theory by adhering to rules and regulations, and they were in line with virtue theory by instilling disciple in students.

One important thing to note is that the level of compliance of PE teachers with PCEC in the dimension of care and respect was reported at moderate level of compliance compared to the other three levels of professionalism, responsibility, integrity and honesty which were reported at high compliance levels. On the dimension of care and respect, both students (M = 3.84, SD =.69) and heads of institutions (3.93, SD = .43) reported a moderate level of compliance, where as PE teachers (M = 4.18, SD = .35) reported a high level of compliance.

The reason for the heads of institution's opinions about PE teachers' level of compliance with PCEC on the dimension of care and respect being lower than the opinion of the

teachers and students can be explained by a number of factors: First, this might have been due to a possible failure by school and college heads to attend the sporting and physical education activities in school or college hence, lacked the necessary information and knowledge about sport and PE. Secondly, PE and sport in schools and colleges require availability of resources such as sports supplies, equipment and facilities which are not sufficiently available in schools and colleges.

The above reasons might have contributed to low ranking of both heads of institutions and students on the aspect of care and respect. When heads of institutions do not attend classes and field of play to observe what a physical education teacher does in class or field, they cannot have sufficient information to evaluate the conduct of such a teacher. In addition, when the heads of institutions do not have sufficient knowledge about PE, they can evaluate the PE teachers depending on their perception of physical education. Shehu (2009) reveals the negative perception of physical education in the school culture which has tended to see physical education as non-intellectual and non-academic. Such negative connotation can lead to a low ranking even if physical education teachers comply with the codes related to respect and care.

As for students, it is understood that many of them are interested in sports. When students realise their desires for sports are not fulfilled, the blame normally goes to the PE teacher. Marrow (2007) puts it clear that situations that are not conducive for teaching, detach teachers from their professional competence and commitment. Physical education teachers in many schools and colleges lack support from their institutions to execute their

duties either as PE teachers or as school sports master/mistresses. Despite such a small variation, generally, results of the present study as indicated in Table 4.24, show that physical education teachers complied with the professional code of ethics and conduct at high level (M =4.11, SD =.53).

4.6.1 PE Teachers' Compliance with PCEC on Professionalism

PE teachers' compliance with PCEC in the dimension of professionalism was evaluated by 10 items. The items were based on subject knowledge, pedagogical knowledge, and character. The items further looked at work relations, community service, commitment to change and continuous improvement. The responses of participants on PE teachers' PCEC on professionalism are presented in Table 4.25.

Table 4.25 Descriptive Data for PE Teachers' Compliance with PCEC on Professionalism

Items on PCEC on professionalism: PE teachers	Students		PE Teachers		Heads of Institutions		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 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 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
Total	4.06	.59	4.30	.37	4.01	.50	4.12	.49

From Table 4.25, it can be noted that PE teachers had high compliance with the professional code of ethics and conduct in the dimension of professionalism. For example, all respondents agreed that PE teachers displayed good behaviour to students (M =4.38, SD = .74), preferred discipline (M = 4.06, SD =. 94) and dressed according to the norms of sport and the teaching profession (M =4.41, SD = .58).

The findings of this study indicate, therefore, that on the dimension of professionalism, PE teachers were committed to students' learning by establishing and maintaining supportive teaching and learning environment (M = 4. 07, SD = .76) and insisting on discipline during interschool competitions (M = 4.06, SD = .94). Additionally, the findings have revealed that PE teachers are committed to their profession by complying with the codes requiring them to possess subject and pedagogical knowledge (M = 4.01, SD = .75), being role models by displaying good behaviour towards students (4. 38, SD = .74) and in their personal lives (M = 4.17, SD = .78), striving to be current with relevant knowledge and curriculum practices in PE (M = 4.09, SD = .75) and focusing on choices that affect students' opportunity to learn (M =3.82, SD = .76).

These findings are in line with several other studies such as Harris (2002), Campbell (2004), Roffey (2004), Hind and Palmer (2007), and Capel (2002). These studies 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 dress code (M = 4.41, SD = .58). The respondents indicated that a presentable dress code that is consistent with the dignity and norms of sport and the teaching profession was important. 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. Teachers play a key role in the success of partnerships. It is, therefore, imperative for PE teachers to share their knowledge about PE with their fellow teachers at their institutions and members of the community to which their institutions are located. This could increase the level of understanding of other teachers and community members of the importance of PE and sport.

The findings also indicate that moderate compliance was reported on the aspect of reflecting the choices of learners (M =3.83, SD = .76). In Tanzania, the curriculum orientation is subject-centred and not student-centred; this is philosophically known as academic rationalism. In this respect, the teaching of physical education reflects what the curriculum entails. It could therefore, be possible for PE teachers to concentrate more on

implementing the curriculum instead of giving a room for students to choose the sporting activity they liked. Therefore, it is fair to conclude that there was compliance with the professional code of ethics and conduct on professionalism.

Generally, the findings of physical education teachers' compliance with the professional code of ethics and conduct on professionalism indicate that PE teachers concurred with the teleological theory (McKeon, 2001) by collaborating with fellow teachers and students, being cautious when preparing lessons or competitions, and reflecting on their choices and actions that could affect learners. Additionally, PE teachers concurred with the deontological theory (Thiroux, 2004) by possessing considerable knowledge in PE, and being knowledgeable and current in knowledge and curriculum practices in PE. Moreover, PE teachers were in line with virtue theory by displaying good behavior and demonstrating a high moral standard in the classroom and in their personal lives (McKeon, 2001).

4.6.2 PE Teachers' Compliance with Professional Code of Ethics and Conduct on Responsibility

PE teachers' compliance with PCEC in the dimension of responsibility was evaluated by 7 items. The items were based on codes related to praising proper behavior, student health and safety, observance of rules and regulations, school-community partnerships, developing student potentials, and work standards. Results of the responses on PE teachers' compliance with the PCEC on responsibility are presented in Table 4.26.

Table 4.26 Descriptive Data on PE Teachers' Compliance with PCEC on Responsibility

Items on PCEC on responsibility: PE teachers	Students		PE Teachers		Heads of Institutions		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

Table 4.26 indicates that overall, PE teachers had high level of compliance (M =4.13, SD .48) on responsibility with all PE teachers (4. 25, SD = .42), heads of institutions (M= 4.09, SD = .38) and students (M =4.04, SD .65) reporting high level of compliance. Furthermore, Table 4.25 indicates that all the three categories of respondents reported high compliance of PE teachers on responsibility. For example, one important duty of the PE teachers is to ensure the health and safety of students. In this aspect, students (M =4.00, SD =1.11), PE teachers (M=4.21, SD = .83) and heads of institutions (M = 4.10, SD =.55) all reported high compliance. It was also worthy to note that respondents reported that PE teachers understood that PE lessons are inseparable and complementary part of the general education (M =4.30, SD .79).

From Table 4.26, it can be argued that PE teachers in Tanzania have high level of compliance on 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 (M = 4.25, SD = .69), to place more value to health and safety of students (M = 4.10, SD = .83) and to develop students to their full potential (M = 4.03, SD = .82). As for commitment to their profession, PE teachers understood that it is their responsibility to see PE as an inseparable part of the general education (M = 4.30, SD =. 79) and they complied with the code requiring them to continuously improve their standard of work and ability (M = 4.17, SD =.69). 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 (M =4.14, SD = .71). As for the relationship with their community, PE teachers complied with the code requiring them to strive to establish and maintain supportive school-community partnerships (M = 3.87, SD = .91).

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). As part of their responsibility, PE teachers, like any other teachers elsewhere, are supposed to establish and maintain supportive school-community partnerships. This could be done by having friendly matches between school or college and the community. In addition, PE teachers could also be used as sport coaches and educators of the importance of PE and sport to health and social well-being as part of their service to community. Moderate compliance perhaps could be explained by the way the Tanzanian society looks at PE and sport. Shehu (2009), for instance, notes that 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 peripheral.

In addition, PE teachers do not get the support to make them participate in school-community partnerships. In situations where there are no teaching- learning materials, it becomes very difficult for one to carry out his/her responsibilities. Marrow (2007) argues that situations that are not conducive to teaching disconnect teachers from their professional competence and commitment to the ideals of service that characterize teaching as a profession. Roubanis, Garner and Purcell (2008) note that success in teaching hinges on the teachers' belief in the dignity and worth of all human beings and in the potential that exists within each student. Therefore, when arriving at an ethical decision, the primary consideration should be the best interest of the student, with an understanding of the family and community, and their dynamic relationships to the student. Hind and Palmer (2007) argue that an initial role of the teacher should be the consideration of the climate in which they intend to teach PE. Bailey (2001) insists that all PE classes should be characterized by an environment that is conducive to learning. Therefore, a key area of responsibility for a PE teacher is to be aware of the legal requirements and obligations that teachers have in maintaining safety and teaching to high standards. According to Capel (2002), safety is arguably the most important factor in planning a PE lesson.

Generally, the findings of PE teachers' compliance with PCEC on responsibility indicate that PE teachers concurred with the deontological theory by obeying general rules and

terms of employment as set by the state. Additionally, PE teachers concurred with the teleological theory (Melo, 2003) by striving to establish and maintain supportive school-community partnerships and by continuously improving their standard of work and ability. Moreover, PE teachers were in line with virtue theory (Roubanis, Garner, & Purcell, 2008) by developing and praising proper behavior, placing value to student health and safety and developing students to their full potentials.

4.6.3 PE Teachers' Compliance with PCEC on Care and Respect

PE teachers' compliance with PCEC on care and respect was evaluated by 10 items. The items were based on student rights, use of proper language, sportsmanship, respect of diversity, and caring. Data are presented in Table 4.27.

Table 4.27 Descriptive Data on PE Teachers' Compliance with PCEC on Care and Respect

Items on PCEC on care and respect: PE teachers	Students		PE Teachers		Heads of Institutions		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
Total care and respect	3.84	.69	4.18	.35	3.93	.43	3.98	.49

As shown in Table 4.27, generally PE teachers had moderate compliance with PCEC in the dimension of care and respect (M =3.98, SD = .49). Both students (M =3.84, SD =.35) and heads of institutions (M =3.98, SD =.43) reported that PE teachers had moderate levels of compliance on care and respect. However, PE teachers reported that they complied at high levels (M =4.18, SD .35). Out of the four dimensions of PCEC that were measured, this dimension was the least ranked. The different opinions from both students and heads of institutions concerning PE teachers' care and respect might have been brought about by the high expectations expected of PE teachers. Physical Education and sports in schools normally attract the needs and attention of many students. When the needs of students are not met the blame might be directed to teachers.

The results in the current study have revealed that on the dimension of care and respect, physical education teachers had high compliance in the codes related to giving proper language during lesson or training (M = 4.03, SD = .85), respect against opposing school (M = 4.24, SD = .80), recognition and respect of the rights of students (M = 4.24, SD = .69), protection of students' privacy and confidentiality (M = 4.01, SD =.67), recognition and respect of diversity and inclusiveness among students (M = 4.07, SD = .62) and showing concern and care for the injured and disabled students (M = 4.27, SD =.66).

Additionally, the results reveal that physical education teachers had moderate compliance in the codes requiring them to consider student interest in the choice of sporting activity (M = 3.47, SD = 1.17), place high value on choices that affect students' opportunity to learn (M = 3.70, SD =1.02), recognize and respect parents' cultural background and

socio-economic diversity (M = 3.78, SD = 1.27), and providing opportunity for development of students' self worth and pride (M = 3.96, SD = .85).

From Table 4.26, it is evident from all respondents that physical education teachers had moderate compliance in the choice of physical activity (M =3.47, SD = 1.17). Out of all items measuring care and respect, this was ranked the lowest by all respondents as follows: students (3.55, M =1.36), heads of institutions (M = 3.20, SD = 1.06) and physical education teachers (3.65, SD =1.06). Results also show medium compliance in the code requiring placing high value on the choices that affect students' opportunity to learn (M = 3.70, SD =1.02) as indicated by students (M = 3.48, SD = 1.25) and heads of institutions (M =3.55, SD = .89) although PE teachers reported high compliance (M = 4.08, SD = .93).

As stated earlier, curriculum orientation in Tanzania is subject or content-based thus giving little input for students (Ishumi, 2011). In addition, lack of teaching and learning resources such as sport supplies, equipment and facilities compels physical education teachers to teach depending on the available resources. In many schools and teachers' colleges the available sport supplies are balls for soccer and netball, so in most cases students have no other options except to play soccer and netball. Marrow (2007) argues that situations that are not conducive to teaching, detach teachers from their professional competence and commitment to the ideals of service that characterize teaching as a profession.

The opportunities for development of students' self worth and pride were also reported at moderate levels (M = 396, SD = .85) by students (M =3.82, SD = 1.10) and heads of institutions (M =3.80, SD =.77) although physical education teachers reported high compliance (M= 4.25, SD .68). Students' moderate ranking could be attributed to 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 on the contribution of physical education to the general education.

Results of this study as outlined above also reveal moderate compliance on recognition and respect for parents' cultural background and socio-economic diversity (M =3.78, SD =1.27) as perceived by students (M = 3.59, SD =2.30) and heads of institutions (M = 3.60, SD = .75) although PE teachers reported high compliance (M=4.15, SD =.75). It was earlier (see Table 4.19, item 5) noted that school- community partnerships were low. According to Ifant and Fotopoulopou (2011), interaction with pupils and collaboration with parents are crucial for sustaining teachers' professionalism.

The findings of PE teachers' compliance with PCEC on care and respect indicates that PE teachers concurred with the teleological theory (Thiroux, 2004) by considering students' interest in the choice of sporting activity. In addition, PE teachers concurred with deontological theory by recognizing and respecting the rights of students and recognizing and respecting diversity. Moreover, PE teachers were in line with virtue theory (McKeon, 2001) by showing concern and care, respecting students' cultural backgrounds, not

inciting violence, not giving humiliating speeches and placing high values on choices that affect student worth and pride.

Naagarazan (2006) defines caring as a feeling for others. It is a process which exhibits the interest in, and support for, the welfare of others with fairness, impartiality and justice in all activities. It includes showing respect to the feelings of others, and also respecting and preserving the interests of all others concerned. Caring is reflected in activities such as friendship, membership in social clubs and professional societies and through various transactions in the school and community. Respect also 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 them. Hansen (2001) describing the caring perspective as one of the five virtues of teachers, emphasizes 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 physical education 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.

4.6.4 PE Teachers' Compliance with Professional Code of Ethics and Conduct on Integrity and Honesty

PE teachers' compliance with the professional code of ethics and conduct on the dimensions of integrity and honesty were evaluated by 9 items. The items were based on assessment, observance of rules, teacher-student relationships, communication, work ethics and responsibility as well as mannerism. Table 4.28 shows responses on PE teachers' compliance with the Professional Code of Ethics and Conduct (PCEC) on integrity and honesty.

Table 4.28 Descriptive Data on the PE Teachers' Compliance with PCEC on Integrity and Honesty

Items on PCEC on integrity and honesty: PE teachers	Students		PE Teachers		Heads of Institutions		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
Total integrity and honesty	4.09	.57	4.35	.40	4.13	.43	4.19	.47

Table 4.28 shows that generally all respondents reported that PE teachers had high level of compliance with PCEC on integrity and honesty (M =4.19, SD = .47) as was viewed

by the students (M = 4.09, SD = .59), heads of institutions (M = 4.13, SD =.43) and PE teachers (M = 4.35, SD =.40).

As Table 4.28 indicates, PE teachers had high compliance levels on integrity and honesty in the codes related to fair assessment (M = 4.14, SD =.71), non-involvement in illegal activities (M = 4.16, SD =.85), non-discrimination (M = 4.35, SD =.64), promotion of positive aspects of PE and sport (M =4.38, SD = .58), performance of duties diligently (M = 4.20, SD = .72), encouraging students to be disciplined (M = 4.37, SD =.71) and treatment of students in and out of school with respect (M = 4.20, SD = .66).

The findings also reveal that PE teachers' communication and cooperation with students' parents or guardians was reported at moderate level of compliance (M =3.62, SD =.97). The reason for this may be due to lack of school-community partnerships in many educational institutions in Tanzania. In addition lack of active PE and sport programmes in schools and colleges could hinder the opportunity for encounters between school/college and the community.

Naagarazan (2006) defines integrity as the unity of thought, word and deed (honesty) and open-mindedness. It includes the capacity to communicate the factual information so that others can make well- informed decisions. According to Hoy and Miskel (2005) integrity means that one's behaviours are consistent with their stated values and that they are honest, ethical, responsible and trustworthy. It is to say what one means. Honesty is also viewed as a virtue, and is exhibited into two aspects of truthfulness and trustworthy.

These findings have shown that PE teachers possessed the qualities of integrity and honesty in their profession. Results from respondents indicated that PE teachers fulfilled these social functions and could not be separated from their profession because teaching is a shared responsibility. Respondents believed that PE teachers are supposed to work with learners and their parents, to be role models, honest, committed and motivators to learners. These findings are in line with the virtue theory (McKeon, 2001), which insists on the cultivation of certain potentials that people should pursue. In addition, these findings concur with deontological theory (Melo, 2003) by emphasizing equal treatment of people, performing duties diligently and treating people with respect.

4.7 PE Teachers' Compliance with PCEC Across Demographic Variables

The research objective was to examine the relationship between demographic variables and PE teachers' extent of compliance with PCEC in Tanzania. The hypothesis stated that there would be no significant difference between PE teachers' compliance with the PCEC across demographic variables. The hypothesis was further split into sub-hypotheses that captured the variables of age, level of education, gender, marital status and teaching experience.

4.7.1 PE Teachers' Compliance with Professional Code of Ethics and Conduct Across Age Categories

It was hypothesized that there would be no significant difference between PE teachers' compliance with professional code of ethics and conduct across their age categories. Data are presented in Table 4.29.

Table 4.29 Descriptive Data on PE Teachers' Compliance with PCEC Across their Age Categories

Age Groups	n	Mean	SD
25-30 years	19	4.25	.30
31-35 years	8	4.21	.39
36-40 years	6	4.22	.16
41-45 years	10	4.32	.33
45+ years	9	4.34	.36
Total	52	4.27	.30

Results in Table 4.29 indicate that all PE teachers irrespective of their age categories reported high level of compliance (M =4.27, SD =.30). However, respondents of 45 years and above had a relatively higher level of compliance (M = 4.34, SD =.36) than the others. Results also show that mean differences of compliance level across age categories were very small. This implies that respondents had a common opinion on compliance with PCEC. In order to determine whether there were significant differences among the subjects across the age categories, a one –way ANOVA was computed as indicated in Table. 4.30.

Table 4.30 One-way ANOVA to Test the Statistical Significance Difference between Means of PE Teachers' Compliance with PCEC Across Age Categories

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.121	4	.030	.312	.868
Within Groups	4.552	47	.097		
Total	4.673	51			

** $p < .05$*

Results in Table 4.30 show that there were no significant differences across the five age categories [F (4, 47) =.312, p = .868)]. Therefore, the sub-hypothesis that there would be

no significant difference in PE teachers' compliance with the professional code of ethics and conduct across their age categories was not rejected. It was revealed that all the five age categories had high levels of compliance with the professional code of ethics and conduct and their compliance was not based on age.

The findings of this study concur with those of Holloman (1999) who examined personal and school-related variables associated with first year school teachers' compliance with professional codes and found no statistical significant differences between areas of compliance and values of age. However, the results are in contrast with those of Sezgin (2008), who indicated that age was related to teachers' compliance with their professional duties. According to Sezgin (Ibid), teachers who are older tend to be satisfied with their jobs hence are able to adjust and comply with their work environment. Sezgin (2008) also found that age is related to organizational commitments. Other scholars like Shahiri (1999) and Lau, Yuen and Chan (2005) also found significant relationship between age and compliance. Mooij (2010) examined disciplinary behaviour among secondary school teachers and found that young teachers scored higher than older teachers on the disciplinary items that expressed social partnerships or collaboration between teachers.

4.7.2 PE Teachers' Compliance with PCEC Across their Educational Levels

One of the research objectives was to examine the influence of physical education teachers' level of education on their compliance with the professional code of ethics and conduct. It was hypothesized that there would be no significant difference in Physical

education teachers' compliance with the professional code of ethics and conduct across their levels of education. Data are shown in Table 4.31.

Table 4.31 Descriptive Data on PE Teachers' Compliance with PCEC Across their Educational Levels

Education Level	n	M	SD
Certificate	4	3.96	.28
Diploma	15	4.29	.25
Degree	31	4.26	.28
Postgraduate	2	4.93	.10
Total	52	4.27	.30

Results from Table 4.31 indicate that respondents who had postgraduate degrees complied fully (M = 4.93, SD=0.10). The level of compliance with the professional code of ethics and conduct (PCEC) by the degree and diploma holders was high (M =4.26, SD =.28 & M =4.29, SD = .25 respectively) whilst respondents with certificate level of education had moderate level of compliance with PCEC (M= 3.96, SD .28). These mean differences imply that compliance with the professional code of ethics was related to the educational level of respondents. To determine if there were significant differences in the observed mean differences among the four education levels, a one-way ANOVA was computed. Results are shown in Table 4.32.

Table 4.32 One-way ANOVA to Test the Statistical Significance Difference between Means of PE Teachers' Compliance with PCEC Across Educational Levels

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.271	3	.424	5.976	.002
Within Groups	3.402	48	.071		
Total	4.673	51			

** $p < .05$*

The results in Table 4.31 show that compliance with the professional code of ethics and conduct differed significantly across the four education levels [F (3, 48) =5.976, p =.002)]. To further examine the magnitude of the differences, a post hoc analysis using Tukey HSD was conducted as shown in Table 4.33.

Table 4.33 Tukey HSD Post Hoc Results for PE Teachers' Compliance with PCEC Across Educational Levels

Educational Level (I)	Educational Level (J)	Mean Difference (I-J)	Std. Error	Sig.
Certificate	Diploma	-.33029	.14982	.137
	Degree	-.29869	.14144	.164
	Postgraduate	-.97187*	.23056	.001
Diploma	Certificate	.33029	.14982	.137
	Degree	.03160	.08374	.981
	Postgraduate	-.64158*	.20041	.001
Degree	Certificate	.29869	.14144	.164
	Diploma	-.03160	.08374	.981
	Postgraduate	-.67319*	.19423	.006
Postgraduate	Certificate	.97187*	.23056	.001
	Diploma	.64158*	.20041	.001
	Degree	.67319*	.19423	.006

*. The mean difference is significant at the 0.05 level

Results in Table 4.33 reveal that there were significant differences in the level of compliance with professional code of ethics and conduct across PE teachers' levels of education. Postgraduate holders differed significantly with holders of other levels of education: certificate holders (.97187, p = .001), diploma holders (.64158, p = .001), and degree holders (.67319, p = .006).

However, the results also reveal that there were no significant differences in the level of compliance with professional code of ethics and conduct between certificate and diploma holders (-.33029, p =137) and certificate and degree holders (-.29869, p =981).

Furthermore, there was no significant difference between diploma and degree holders (.03160, p =.981). Therefore, the null hypothesis that there would be no significant difference in PE teachers' compliance with professional code of ethics and conduct across their educational levels was rejected. Significant differences were observed that PE teachers with the highest level of education (postgraduate) differed significantly with the other three levels of education. PE teachers with postgraduate qualification complied fully with professional code of ethics and conduct.

These results are in line with findings of other several studies. For instance, the results concur with those of Sezgin (2009) who found a relationship between teachers' organizational commitment and educational level. These findings also concur with those of Jones (2006) who found that teachers who have less training experience face difficulty in complying with their professional duties. In other words, the results imply that teachers who are more educated are able to observe their professional commitments than those who are less educated.

Day (2004) found that the concept of professionalism in teaching is understood through the level of education. He maintains that professionalism concerns professional qualifications which are accumulated from participating in professional development initiatives. These ideas are supported by Sezgin (2009) who contends that with the expert knowledge gained through the level of education, teachers are expected to reflect their knowledge through conduct. Ifant and Fotopoulopou (2011) too found out that the years

of study at the in-service training school is closely related with the upgrading of teachers' professionalism.

4.7.3 PE Teachers' Compliance with Professional Code of Ethics and Conduct by their Gender

As far as gender was concerned, the sub- hypothesis stated that there would be no significant difference between male and female physical education teachers' compliance with professional code of ethics and conduct. Results are presented in Table 4.34.

Table 4.34 Descriptive Data and t-Test for PE Teachers' Compliance with PCEC by their Gender

Gender	n	M	SD	t-Value
Male	41	4.26	.31	.502
Female	11	4.33	.30	
Total	52	4.27	.30	

** $p < .05$*

Data in Table 4.34 reveal that both males (M = 4.26, SD = .31) and females (M = 4.33, SD = .30) complied with the PCEC at high levels. However, females' compliance level was relatively higher than that of males. To determine whether the difference was significant or not, an independent t-test was conducted and results indicated that there was no significant difference [t (50) = -.677, p = .502] in compliance with PCEC between male PE teachers (M =4.26, SD .31) and female PE teachers (M =4.33, SD = .30). Therefore, the null hypothesis that there would be no significant difference between male and female PE teachers' compliance with PCEC was not rejected. The PE teachers complied with the PCEC at high levels irrespective of their gender.

These results concur 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 gender. However, 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.

4.7.4 PE Teachers' Compliance with the Professional Code of Conduct by their Marital Status

It was hypothesized that that there would be no significant difference in PE teachers' compliance with the PCEC by their marital status. Results are shown in Table 4.35.

Table 4.35 Descriptive Data and t-Test for PE Teachers' Compliance with PCEC by their Marital Status

Marital Status	n	M	SD	t-Value
Single	15	4.19	.29	.208
Married	37	4.30	.30	
Total	52	4.27	.30	

** $p < .05$*

Table 4.35 indicates that although both single and married PE teachers had a high level of compliance, married PE teachers complied more (M =4.30, SD =30) than single PE teachers (M = 4.19, SD =.29). One possible explanation for married PE teachers to score higher on compliance is that married people are expected to advise, guide and counsel the young ones (Mwisukha, 2006) because of their status as parents or guardians.

To determine whether the difference was significant or not, an independent t-test was conducted. Results indicate that there was no significant difference [t (50) = -1.276, p = .208] in compliance with PCEC between single (M =4.19, SD .29) and married (M =4.30, SD = .30) PE teachers. Therefore, the null hypothesis that there would be no significant difference in PE teachers' compliance with PCEC by their marital status was not rejected. The findings show that PE teachers' compliance with PCEC was not related to their marital status. These results 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.

4.7.5 PE Teachers' Compliance with PCEC in Relation to their Teaching Experience

It was hypothesized that there would be no significant difference in PE teachers' compliance with the PCEC in relation to their teaching experience. Results are shown in Table 4.36.

Table 4.36 Descriptive Data on PE Teachers' Compliance with PCEC in relation to their Teaching Experience

Teaching Experience	n	M	SD
1-5 years	30	4.26	.31
6-10 years	9	4.24	.27
11-15 years	4	4.14	.12
15+ years	9	4.40	.38
Total	52	4.27	.30

Table 4.36 indicates that all PE teachers irrespective of their teaching experience complied with PCEC at high levels (M = 4.27, SD = .30). However, PE teachers who were most experienced (between 15+ years) scored relatively higher followed by most inexperienced PE teachers (1-5 years). The highest score for both the most experienced and inexperienced PE teachers might have been due to high job satisfaction and motivation for both groups. The other two groups with work experience of 6-10 years and 11-15 years might have decreased their motivation to work or had low self-efficacy about their work. To determine whether there were significant differences among all PE teachers with varying years of experience or not, a one-way ANOVA was computed as shown in Table 4.37.

Table 4.37 One-way ANOVA to Test the Statistical Significance Difference between Means of PE Teachers' Compliance with PCEC Across Teaching Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.238	3	.079	.859	.469
Within Groups	4.435	48	.092		
Total	4.673	51			

** $p < .05$*

Results in Table 4.37 show that compliance with PCEC did not differ significantly across the four groups of PE teachers for varying years of teaching experience [F(3,48) = .859, p = .469]. Therefore, the null sub hypothesis that there would be no significant differences in PE teachers' compliance with PCEC in relation to their teaching experience was not rejected.

These results are in contrast with those of Lau, Yuen and Chan (2005) who found that as teachers grow older they tend to be more satisfied with their jobs, thus teachers tend to

comply with their professional duties. The results also do not concur with those of Sezgin (2008) who found a relationship between teachers' organizational commitment and years of experience among the Turkish primary school teachers. Moreover, the findings are in contrast with those of Ifant and Fotopoulopou (2011) who found out that teaching experience tends to affect teachers' perceptions about their profession. These contested results imply that teaching experience alone is not a measure of teachers' compliance with the professional code of ethics and conduct.

4.8 PE Teachers' Compliance with Professional Code of Ethics and Conduct Across Institutional Variables

The research objective was to examine the relationship between institutional variables and PE teachers' compliance with the professional code of ethics and conduct in Tanzania. It was hypothesized that there would be no significant difference in PE teachers' compliance with professional code of ethics and conduct across their institutional variables. The hypothesis was split into three sub-hypotheses that focused on location, ownership and type of the institution.

4.8.1 Physical Education Teachers' Compliance with Professional Code of Ethics and Conduct by Institutional Location

The sub-hypothesis stated that there would be no significant difference in compliance with the professional code of ethics and conduct between PE teachers working in urban and those working in rural areas. Results are presented in Table 4.38.

Table 4.38 Descriptive Data and t-Test for PE Teachers' Compliance with PCEC by Institutional Location

Location	n	Mean	SD	t-Value
Urban	583	4.07	.53	.000
Rural	209	3.91	.52	
Total	792	4.02	.53	

** $p < .05$*

Table 4.38 reveals that respondents from urban areas reported high compliance (M = 4.07, SD = .53) while those from rural areas reported moderate compliance (M = 3.91, SD = .52). To test whether the difference was significant or not, an independent t-test was computed. Results show that respondents whose institutions were located in urban areas had higher level of compliance with PCEC (M = 4.07, SD = .53) than respondents whose institutions were located in rural areas (M = 3.91, SD =.52). This difference was statistically significant [t (790) = 3.783, p =.000]. Therefore, the sub hypothesis that there would be no significant difference in compliance with PCEC between PE teachers whose institutions are located in urban areas and PE teachers whose institutions are located in rural areas was rejected. Compliance level between PE teachers whose institutions were located in urban areas differed significantly with that of PE teachers whose institutions were located in rural areas. PE teachers working in urban institutions reported high compliance whilst PE teachers working in educational institutions in rural areas reported moderate compliance.

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. Rural teachers

received cordial working relations among colleagues as one of the contributing factors to their career satisfaction. That is, there is more collegiality in rural areas than in urban areas. In contrast, 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.

4.8.2 PE Teachers' Compliance with PCEC Across Institutional Ownership

The sub-hypothesis stated that there would be no significant difference in PE teachers' compliance with PCEC across institutional ownership. Results are shown in Table 4.39.

Table 4.39 Descriptive Data on PE Teachers' Compliance with PCEC Across Institutional Ownership

Ownership	n	M	SD
Government	695	4.03	.54
Private	17	3.69	.79
Military	50	3.84	.24
Religious	30	4.30	.17
Total	792	4.02	.53

Results in Table 4.39 show that there were marked differences among the different categories of school ownership. Out of the four groups of ownership, PE teachers in religious (M= 4.30, SD = .17) and Government (M = 4.03, SD = .54) institutions reported high compliance. PE teachers in the military (M = 3.84, SD = .24) and private (3.69, SD = .79) institutions reported moderate compliance. A one-way ANOVA was used to test for significant differences in compliance with the PCEC among the four groups, as shown in Table 4. 40.

Table 4.40 One-way ANOVA to Test the Statistical Significance Difference between Means of PE Teachers' Compliance with PCEC Across Institutional Ownership

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.948	3	1.983	7.149	.000
Within Groups	218.557	788	.277		
Total	224.506	791			

** p < .05*

The findings in Table 4.40 show that compliance with PCEC differed significantly across the four groups of institutional ownership [F (3, 788) = 7.149, p = .000)]. To further examine the differences, a post hoc analysis using Tukey HSD was conducted and results are indicated in table 4.41.

Table 4.41 Tukey HSD Post Hoc Results for PE Teachers' Compliance with PCEC Across Institutional Ownership

Ownership (I)	Ownership (J)	Mean Difference (I-J)	Std. Error	Sig.
Government	Private	.34594*	.12928	.003
	Military	.19558	.07711	.055
	Religious	-.26315*	.09821	.003
Private	Government	-.34594*	.12928	.003
	Military	-.15036	.14786	.740
	Religious	-.60910*	.15988	.001
Military	Government	-.19558	.07711	.055
	Private	.15036	.14786	.740
	Religious	-.45873*	.12162	.001
Religious	Government	.26315*	.09821	.003
	Private	.60910*	.15988	.001
	Military	.45873*	.12162	.001

*. The mean difference is significant at the 0.05 level.

Results in Table 4.41 show that there were significant differences in the level of compliance of PE teachers with PCEC across institutional ownership. Religious-owned institutions differed significantly with other institutions: Government-owned institutions

(.26315, p = .003), private institutions (9.60910, p = .001) and military institutions (.45873, p = .001). There was also significant difference between Government-owned institutions and private-owned institutions (.34594, p = .003). Based on the above findings, therefore, the null hypothesis that there would be no significant difference in PE teachers' compliance with PCEC across institutional ownership was rejected.

The results of this study are in line with those of Anangisye (2010) on promoting teacher ethics in colleges of Teacher education in Tanzania, who noted that the gravity in enforcing regulations varies considerably between private and religious affiliated teachers' colleges. Anangisye observed that the regulations in religious owned institutions had Christian orientation of promoting morality and ethics. Having such orientation in religious owned institutions could make PE teachers to behave accordingly.

Moreover, studies have indicated that occupational status of an individual depends on the public valuing of the competence, role and overall contribution of a particular occupation to individual and societal welfare (Mpahla, 2009; Shehu, 2009). The higher level of compliance of PCEC among the PE teachers in religious and government institutions might be attributed to a strict system of regulations where discipline is mostly observed. Additionally, religious institutions also require people who are morally upright. The low score, as compared to other institutions, in private and military institutions could be explained by the fact that private schools are lenient in implementing school regulations and there is limited control of teachers.

4.8.3 PE Teachers' Compliance with Professional Code of Ethics and Conduct by Institutional Level

The sub-hypothesis on physical education teachers' compliance with professional code of ethics and conduct by level of institution stated that there would be no significant difference in the level of compliance with the professional code of ethics and conduct between physical education teachers in teachers' colleges and physical education teachers in secondary schools. Data are presented in Table 4.42.

Table 4.42 Descriptive data and T-Test for Physical Education Teachers' Compliance with Professional Code of Ethics and Conduct by their Institutional Level

Type of Institution	n	M	SD	t-Value
Secondary school	136	3.82	.49	.000
Teachers' college	656	4.07	.53	
Total	792	4.02	.53	

** $p < .05$*

Results in Table 4.42 show that physical education teachers in teachers' colleges had high level of compliance with professional code of ethics and conduct (M = 4.07, SD = .53) while physical education teachers in secondary schools had moderate level of compliance (M = 3.82, SD = .49). This implies that PE teachers in teachers' colleges complied more with professional code of ethics and conduct than their counterparts in secondary schools.

To determine whether the observed difference was significant or not between two group means, an independent t-test was computed. Results indicate that there was significant difference [t (790) = -4.899, p = .000] in compliance level with professional code of ethics and conduct between physical education teachers in Teachers' colleges (M = 4.07 SD .53) and physical education teachers in secondary schools (M = 3.82, SD = .49).

Therefore, the null sub-hypothesis that there would be no significant difference in compliance level with professional code of ethics and conduct between physical education teachers' in teachers' colleges and physical education teachers in secondary schools was rejected. Physical education teachers in Teachers' colleges reported higher compliance level with professional code of ethics and conduct than those teaching in secondary schools. The significant difference might have been due to the fact that in teachers' colleges the main task of teaching is to prepare professionals who ought to know the rules and regulations of their profession. Therefore, those who are concerned to deliver this knowledge must have adequate knowledge on the profession itself.

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 physical education teachers to comply with the regulations. Additionally, the fact that secondary school teachers do not teach ethics could make them less compliant than their counterparts in teachers' colleges.

4.9 Ethical Conflicts and Dilemmas (ECD) Experienced by PE Teachers in the Implementation of Professional Code of Ethics and Conduct

Another research objective was to determine the ethical conflicts and dilemmas experienced by physical education teachers when implementing the professional code of ethics and conduct. It was hypothesized that there would be no significant difference between ethical conflicts and dilemmas faced by PE teachers across their demographic

and institutional variables. The hypotheses were further split into sub hypothesis that captured demographic variables of age, educational level, gender, marital status and teaching experiences f PE teachers. The sub-hypotheses also captured institutional variables of location, level and ownership.

To determine the ethical conflicts and dilemmas faced by PE teachers, respondents were asked to respond to various items that reflected different conflicts and dilemmas they thought PE teachers faced when performing their duties. Participants responded on a 5-point likert scale ranging from most prevalent (5), highly prevalent (4), prevalent (3), low prevalence (2), and not-prevalent (1). The highest score on each item indicated the prevalence of conflicts and dilemmas while the least score indicated absence or little conflicts and dilemmas.

In this study the items that measured ethical conflicts were related to management of institution's resources, human relationships and PE teachers' responsibilities. As regards ethical dilemmas, the items targeted ethical dilemmas related to policy issues, teaching and learning materials, teacher's responsibilities, and human relationships. The results of participants' responses with regard to the types of ethical conflicts and dilemmas facing PE teachers in secondary schools and teachers' colleges in Tanzania are presented in Table 4.43.

Table 4.43 Descriptive Data on Ethical Conflicts and Dilemmas Facing PE Teachers

Ethical conflicts and dilemma	Students		PE Teachers		Heads		Total	
	M	SD	M	SD	M	SD	M	SD
Lack of teaching and learning resources	4.20	.56	4.35	.43	4.19	.33	4.25	.44
Policy changes and lack of support	NA	.NA	3.99	.57	3.76	1.23	3.90	.74
Lack of training in the codes	NA	.NA	3.48	1.36	3.70	1.34	3.36	1.39
Lack of cooperation from parents and community.	3.37	1.41	3.37	1.22	2.75	1.29	3.36	1.39
Compromise of teaching responsibilities with private duties.	3.33	1.32	2.75	1.41	3.55	.89	3.29	1.32
Pressure to win and fear of defeat	3.18	1.37	3.17	1.31	3.45	1.00	3.19	1.36
Desire for recognition and promotion	3.11	1.25	3.27	1.30	3.40	.88	3.12	1.25
Mismanagement of school resources	2.84	1.40	3.08	1.34	2.80	1.32	2.85	1.39
Abuses in supply/purchase of materials and equipment for PE and sports	2.86	1.38	2.56	1.36	2.75	1.29	2.83	1.38
Poor relationships with students.	2.83	1.35	2.56	1.11	2.85	1.31	2.82	1.33
Abuses in assessment and evaluation	2.76	1.38	2.58	1.38	2.45	.83	2.74	1.36
Substance abuse among students	2.92	1.37	2.52	1.24	3.00	1.26	2.71	1.36
Verbal and physical abuse.	2.74	1.40	2.37	1.24	2.55	1.28	2.71	1.39
Sexual harassment and abuse.	2.71	1.38	2.37	1.22	2.80	1.20	2.69	1.37
Total	3.05	.91	3. 02	.97	3.04	.77	3.04	.79

Table 4.43 indicates that overall, PE teachers in secondary schools and teachers' colleges in Tanzania experience ethical conflicts and dilemmas (M = 3.04, SD = .79). As for ethical conflicts, respondents indicated that PE teachers' responsibility was the source of conflicts. From the findings respondents revealed that compromise of teaching responsibilities with private duties was an ethical conflict prevalent among PE teachers (M = 3.29, SD = 1.32). This means that PE teachers sometimes were not attending to their teaching duties because of engaging in private activities. Despite this, results also indicate that PE teachers performed their duties diligently. This is shown by responses

from respondents who indicated that the prevalence of abuses in assessment and evaluation was low.

Moreover, results indicate that ethical conflicts related to management of institution's resources were less prevalent. For instance, respondents indicated that the prevalence in incidences of PE teachers' mismanagement of institutional resources and abuses in purchase and supply of materials and equipment for PE and sports were low. Furthermore, results also show that ethical conflicts related to human relationships were also less prevalent. This was shown by participants who indicated that the incidences of verbal and physical abuse and sexual harassment and abuse were less prevalent. These findings imply that on the aspects of management of institutional resources and human relationships, PE teachers executed their responsibilities accordingly.

As regards ethical dilemmas, the findings indicate that teaching and learning resources was the major source of ethical dilemma among PE teachers (M =4.25, SD = 44). Other sources of ethical dilemmas were those related to policy issues. For example, respondents indicated that policy changes and lack of support (M =3.90, SD = .74) as well as lack of training in the codes (M = 3.36, SD = 1.39) were ethical dilemmas facing PE teachers. On the aspect of human relations, results show that lack of cooperation from parents and community (M = 3.6, SD = 1.39) was an ethical dilemma facing PE teachers. Additionally, results also show that there were ethical dilemmas related to PE teachers' responsibilities. These included pressure to win and fear of defeat, and desire for recognition and promotion. Results from interview with TSD officials indicated that

although there were no ethical conflicts reported specifically among PE teachers, ethical conflicts and dilemma existed among them. These included mismanagement of school resources, absenteeism, alcoholism, sexual harassment and abuse as well as corruption.

From the findings, it was revealed that one of the sources of PE teachers' ethical dilemmas was lack of teaching and learning resources. It is well-known that PE and sports lessons are mostly conducted outdoors where resources such as sport supplies, equipment and facilities are needed. Lack of these resources leads to ethical dilemmas because it impairs PE teachers' implementation of their responsibilities. It can also be argued that lack of resources could cause far-reaching effects on the relationship between PE teachers on one hand and students and the community on the other. Marrow (2007) argues that lack of teaching resources disconnects teachers from their professional competence and commitment to the ideals of service that they are supposed to offer.

Another ethical dilemma among PE teachers emanated from policy issues. The findings in this study have shown that policy changes and lack of support were one of the ethical dilemmas facing PE teachers. There have been changes in the curriculum, which to a great extent has affected the teaching of PE in secondary schools and teachers' colleges in Tanzania. For example, from 1995 to 2001 PE was not taught in schools in Tanzania after the Ministry of Education stopped it for what was claimed that it was wastage of time. The subject was reinstated in 2002. This brought some confusion for PE teachers as they did not know what to do. Wilson (2004) maintains that situations like these drove

teachers to near despair and distortion of their teaching practices and behaviour towards their profession. As a result, professionalism in teaching gets damaged.

Results have also indicated that although PE teachers had knowledge on the PCEC and complied with it, there were little efforts made to train teachers about the professional code of ethics and conduct. Results from open ended questionnaires for heads of institutions and TSD officials indicated that there was no training done in the codes. In a rapidly changing society due to scientific, technological, cultural, political and social developments new issues that affect both teachers and students behaviour emerge. Therefore, this calls for the need to equip teachers with knowledge of how they can respond to such changes in terms of their relationship with students and other educational stakeholders. This means that the TSD which is supposed to enforce the implementation of the codes of ethics and conduct has to ensure PE teachers are trained from time to time on the codes.

Lack of cooperation from parents and community was also reported by respondents as one of the ethical dilemmas facing PE teachers in their duties. There has been lack of communication between parents and the community on the one hand and teachers and schools on the other. Discussing the cause of this in rural areas, Mulkeen and Chen (2008) observe that the monitoring of teachers by the local community is difficult in rural areas because residents of rural communities are less educated and more disadvantaged economically and socially. As a result, they feel less empowered to challenge the authority of teachers. PE teachers are supposed to organize school-community

partnerships in sports, for example, having friendly matches and tournaments against community or local teams. Such move can increase school-community collaboration and cooperation.

Findings also indicate that PE teachers were occupied with the pressure to win and fear of defeat. This implies that PE teachers in their lessons or training emphasized more on the competitive aspects of sport rather than skill development and play. The emphasis on competitive aspects of sports leads to ethical dilemmas because of the detrimental effects to sport participation as those who cannot compete can easily withdraw. Moreover, insisting on competition can also divert PE teachers' responsibility of developing sports skills and health habits in students.

Additionally, respondents reported desire for recognition and promotion. This is normally accompanied with pressure to win and fear of defeat. In most cases, PE teachers see success in PE and sport at school and national levels as a way of getting to higher levels of recognition and promotion. This outlook leads to ethical dilemmas because instead of concentrating on skill development, PE teachers become swayed by sporting success rather than skill.

4.10 Ethical Conflicts and Dilemmas Facing PE Teachers Across Demographic Variables

The research objective was to find out whether demographic variables influence the Ethical Conflicts and Dilemma (ECD) that PE teachers face. The hypothesis stated that

the ethical conflicts and dilemmas faced by PE teachers would not significantly differ across their demographic characteristics. The hypothesis was further split into sub-hypotheses that captured the variables of age, educational level, gender, marital status and teaching experience of PE teachers.

4.10.1 Ethical Conflicts and Dilemmas Facing PE Teachers Across their Age Categories

The first sub-hypothesis stated that ECD faced by PE teachers would not significantly differ across their age categories. Results are presented in Table 4.44.

Table 4.44 Descriptive Data for Ethical Conflicts and Dilemmas Facing PE Teachers Across their Age Categories

Age Groups	n	Mean	SD
25-30 years	19	3.01	1.08
31-35 years	8	2.96	.57
36-40 years	6	3.20	.55
41-45 years	10	2.97	1.19
46+ years	9	2.96	1.07
Total	52	3.02	.97

Table 4.44 shows that ethical conflicts and dilemmas were prevalent among PE teachers (M = 3.02, SD = .97). Results show that there were irregular patterns of variations within age categories, with only respondents of aged 36- to 40 years reporting prevalence of ethical conflicts and dilemmas (M =3.20, SD = .55) and four other categories reporting less prevalence of ECD. In order to determine whether the mean differences were significant or not, a one-way ANOVA was used to test for differences among the five age categories. Results are presented in Table 4.45.

Table 4.45 One-way ANOVA to Test the Statistical Significance Difference between Means of ECD Facing PE Teachers Across their Age Categories

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.980	4	.495	.500	.736
Within Groups	46.495	47	.989		
Total	48.475	51			

** $p < .05$*

Results in Table 4.45 show that there were no significant differences in ethical conflicts and dilemmas faced by PE teachers across their age categories [F (4, 47) = .500, p = .736)]. Therefore, the null hypothesis that the ethical conflicts and dilemmas faced by PE teachers would not significantly differ across their age categories was not rejected.

As it was observed from Table 4.45, mean differences were very small. This implies that the ethical conflicts and dilemma faced by PE teachers were not influenced by age. Their ranking could be influenced by the prevailing conditions to which PE teachers were facing. Issues like lack of teaching resources, lack of support for the government and community have been documented as problems confronting teachers in their work (Anangisye, 2005; Bennell & Mukyanuzi, 2005, & Sumra & Rajani, 2011). These findings are in line with those of Holloman (1999) who found no statistically significant difference between the variables of ethical dilemma and age.

However, these results are in contrast with those of Lau, Yuen and Chan (2005), who in their study on the influence of demographic characteristics on secondary school teachers' burnout in Hong Kong observed that teachers who were young were consistently burned out. According to Lau et al (2005) young teachers reported more emotional exhaustion

and higher depersonalization. Results are also in contrast with those of Luk, Chan, Cheong and Ko (2010) who found significant difference between some aspects of ethical conflicts and dilemmas across age. According to Luk et al (2010) young teachers tend to experience ethical dilemmas more than their older colleagues. This being due to lack of life experience in managing people including students, parents, colleagues and supervisors (Luk et al, 2010).

4.10.2 Ethical Conflicts and Dilemmas Facing PE Teachers Across their Educational Levels

The second sub-hypothesis stated that the ethical conflicts and dilemmas faced by PE teachers would not significantly differ across their education levels. Results are presented in Table 4.46.

Table 4.46 Descriptive Data for Ethical Conflicts and Dilemmas Facing PE Teachers Across their Educational Levels

Education Level	n	Mean	SD
Certificate	4	3.45	.56
Diploma	15	2.90	.77
Degree	31	2.62	1.02
Postgraduate	2	3.70	1.84
Total	52	3.02	.97

Data in Table 4.46 show that postgraduate holders had the highest mean (M = 3.70, SD = 1.84) followed by certificate holders (M = 3.45, SD = .56). On the other hand, degree holders reported low prevalence (M =2.62, SD = 1.02) followed by diploma holders (M= 2.90, SD = .77). It can be argued that perhaps postgraduate and certificate PE teachers

had low job satisfaction and this made them to face more challenges in the field than degree and diploma holders.

To determine whether the mean differences were significant or not, a one- way ANOVA was computed. Results are shown in Table 4.47.

Table 4.47 One-way ANOVA to Test the Statistical Significance Difference between Means of ECD Facing PE Teachers Across their Educational Levels

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.526	3	1.509	1.648	.191
Within Groups	43.948	48	.916		
Total	48.475	51			

** $p < .05$*

Results in Table 4.47 show that there were no significant differences [F (3, 48) = 1.648, p = .191)] in ethical conflicts and dilemma facing PE teachers across their educational levels. Based on the above results, the null hypothesis that the ethical conflicts and dilemmas faced by PE teachers would not significantly differ in relation to their education levels was not rejected.

These findings are in contrast with those of Luk et al (2010) who found that teachers with higher education background express more emotional exhaustion and higher depersonalization. However, it is important to note that certificate and postgraduate holders reported prevalence of ECD. Certificate holders may have reported the prevalence of ECD due to the comparison they make with their colleagues who are more educated. Postgraduate holders may have ranked the prevalence of ECD because of

higher expectations of themselves (Luk et al, 2010) and because of comparing their position with colleagues who are in other positions.

4.10.3 Ethical Conflicts and Dilemmas Facing PE Teachers by their Gender

The third sub-hypothesis stated that the ethical conflicts and dilemmas faced by PE teachers would not significantly differ in relation to their gender. Results are presented in Table 4.48.

Table 4.48 Descriptive Data and t-Test for Ethical Conflicts and Dilemmas Facing PE Teachers by Gender

Gender	n	Mean	SD	t-Value
Male	41	3.03	.96	.703
Female	11	3.01	1.06	
Total	52	3.02	.97	

** $p < .05$*

Table 4.48 shows that both male and female respondents reported prevalence of ethical conflicts and dilemmas (M = 3.03, SD = .96 & M = 3.01, SD = 1.06 respectively). The mean difference was very minimal indicating that their opinions concerning ECD facing PE teachers were similar. In order to determine whether the mean differences were significant or not, an independent t-test was computed. Results reveal that there was no significant difference [t (50) = .383, p = .703]. Therefore, the null hypothesis that there would be no significant difference in the ethical conflicts and dilemmas facing male and female PE teachers was not rejected. Both male and female respondents reported the same opinions concerning the ethical conflicts and dilemmas facing PE teachers. The findings imply that both female and male PE teachers experienced the same ethical conflict and dilemma in their responsibilities.

The findings concur with those of Holloman (1999), Zhao and Bi (2003) and Luk, et al (2010) who found no significant differences between male and female teachers in the ECD experiences. However, these findings are in contrast with those of Mulkeen, Chapman, DeJaeghere and Leu (2007) who found out that female teachers experience ECD especially in areas offering little social opportunity and lower levels of personal safety.

The results are also in contrast with those of Sumra (2004) who found that more men (38%) faced ethical conflicts such as being absent from work than women (26%). This study has revealed that both male and female PE teachers had the same opinion that ethical conflicts and dilemmas prevail when they implement the PCEC. This implies that both male and female PE teachers faced ECD regardless of their gender.

4.10.4 Ethical Conflicts and Dilemmas Facing PE Teachers by their Marital Status

The fourth sub-hypothesis stated that the ethical conflicts and dilemmas faced by PE teachers would not significantly differ by their marital status. Results are shown in Table 4.49.

Table 4.49 Descriptive Data and t-test for Ethical Conflicts and Dilemmas Facing PE Teachers by their Marital Status

Marital Status	n	Mean	SD	t- values
Single	15	3.04	.97	.663
Married	37	3.01	.99	
Total	52	3.02	.98	

** $p < .05$*

Results as shown in Table 4.49 reveal that PE teachers who were single scored relatively higher (M = 3.04, SD = .97) than those who were married (M = 3.01, SD = .99). This implies that single PE teachers faced ECD more than married PE teachers. To determine whether the observed difference in means was significant or not, an independent t-test was computed. Results confirmed that there was no significant difference [t (50) = .439, p = .663] in the ethical conflicts and dilemmas facing single PE teachers (M = 2.90, SD = .97) and married PE teachers (M = 2.77, SD = .99). Thus, the hypothesis that there would be no significant differences in the ethical conflicts and dilemmas facing PE teachers by their marital status was not rejected.

The findings are in line with those of Holloman (1999) who found no significant differences between variables of ECD and marital status. However, the findings are in contrast with those of Zhao and Bi (2003), Lau et al (2005), and Li et al (2007) and Luk et al (2010), who found significant differences in ECD across marital status. For example, Luk et al (2010) observed that teachers who were single were consistently experiencing ethical dilemmas of emotional exhaustion and depersonalization. Lau et al (2005) also found that teachers who are single were consistently burned out. According to Tischler (2007), marriage is a life-long commitment for a stable and enduring relationship which helps married persons to be emotionally supported to one another when facing life crisis such as job stress. However, this study has indicated that PE teachers' opinion of the ECD was not influenced by their marital status.

4.10.5 Ethical Conflicts and Dilemmas Facing PE Teachers across their Teaching Experience

The fifth sub-hypothesis stated that the ethical conflicts and dilemmas faced by PE teachers would not significantly differ in relation to their teaching experience. Results are presented in Table 4.50.

Table 4.50 Descriptive Data for Ethical Conflicts and Dilemmas Facing PE Teachers Across their Teaching Experience

Teaching Experience	n	Mean	SD
1-5 years	30	3.01	1.01
6-10 years	9	2.89	.88
11-15 years	4	3.15	.37
Over 15 years	9	3.04	1.16
Total	52	3.02	.98

Results in Table 4.50 show that PE teachers experienced ethical conflicts and dilemmas across their teaching experience. However, PE teachers with teaching experience of 6-10 years reported lower (M = 2.89, SD = .88) experience of ethical conflicts and dilemmas than others. It seems that this group perhaps had a high job satisfaction in their work. In order to determine whether the mean differences were significant or not, a one- way ANOVA was computed as shown in Table 4.51.

Table 4.51 One-way ANOVA to Test the Statistical Significance Difference between Means of ECD Facing PE Teachers Across their Teaching Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.859	3	.620	.638	.594
Within Groups	46.616	48	.971		
Total	48.475	51			

** $p < .05$*

Results in Table 4.51 reveal that there were no significant differences [F (3, 48 =.638, p =.594)] in the ethical conflicts and dilemma facing the PE teachers with varying years of teaching experience. Therefore, the hypothesis that there would be no significant difference in the ethical conflicts and dilemma faced by PE teachers in relation to their teaching experience was not rejected. All PE teachers irrespective of their teaching experience reported that ethical conflicts and dilemma were prevalent.

The findings of the present study are in contrast with those of Luk et al (2010) who found significant different between ethical dilemma of burnout syndrome and teaching experience where teachers with less than 10 year experiences were significantly burned out in emotional exhaustion than those working with over 20 year of experience. The findings are also in contrast with those of Mendes (2003) who found out that teachers with more experience are better at identifying ethical conflicts and dilemmas, which helps them to cope, than those with less teaching experience. The findings are also in contrast with those of Shahir (1999) who found that experienced teachers have more ethical conflicts and dilemmas than inexperienced teachers. Such contested views imply that teachers face ECD irrespective of their teaching experiences.

4.11 Ethical Conflicts and Dilemmas Facing PE Teachers Across Institutional Variables

The research objective was to find out whether institutional variables influence the ethical conflicts and dilemmas that PE teachers face. It was hypothesized that the ethical conflicts and dilemmas faced by PE teachers would not significantly differ in relation to

their institutional characteristics. The hypothesis was further subdivided into three sub-hypothesis that captured location, ownership and type of the institution.

4.11.1 Ethical Conflicts and Dilemmas Facing PE Teachers across their Institutional Location

The sub-hypothesis stated that there would be no significant difference in the ethical conflicts and dilemmas faced by PE teachers in relation to their location. Results are shown in Table 4.52.

Table 4.52 Descriptive Data and t-Test for Ethical Conflicts and Dilemmas Facing PE Teachers by their Institutional Location

Location	n	Mean	SD	t-Value
Urban	583	3.08	.94	.015
Rural	209	2.91	.83	
Total	792	3.04	.91	

** $p < .05$*

Table 4.52 indicates that PE teachers in urban areas experienced more ethical conflicts and dilemmas than those in rural areas. To determine whether the observed difference was significant or not, an independent t-test was computed. Results show that there was significant difference [t (411.33) =.2.453, p =.015)] in ethical conflicts and dilemmas faced by PE teachers in urban areas (M = 3.08, SD = .94) and PE teachers in rural areas (M = 2.9, SD = 83). Therefore, the null hypothesis that there would be no significant difference in the type of ethical conflicts and dilemmas faced by PE teachers in urban and rural areas was rejected. PE teachers in urban areas experienced more ethical conflicts and dilemmas than PE teachers in rural areas.

The findings are in line with those of Sumra (2004) who observed that teachers in rural areas feel that teaching is a respected profession whereas teachers in urban areas where teachers are the lowest earning professionals; there is less respect for the profession. However, the findings are in contrast with those of Mulkeen and Chen (2008), who observed that teachers in rural schools often feel neglected by the authorities and perceive that they are treated unfairly regarding access to promotion, transfer and other benefits.

4.11.2 Ethical Conflicts and Dilemmas Facing PE Teachers Across their Institutional Ownership

The sub-hypothesis stated that there would be no significant difference in the ethical conflicts and dilemmas faced by PE teachers in relation to their institutional ownership. The results are presented in Table 4.53.

Table 4.53 Descriptive Data for Ethical Conflicts and Dilemmas Facing PE Teachers Across their Institutional Ownership

Ownership	n	Mean	SD
Government	695	3.07	.94
Private	17	3.17	.79
Military	50	2.80	.43
Religious	30	2.51	.73
Total	792	3.04	.91

Results in Table 4.53 indicate that PE teachers in private and government institutions reported prevalence of ECD whilst PE teachers in religious and military-owned institutions reported less prevalence of ECD. Results in Table 4.53 also show that PE teachers in private institutions relatively faced ECD more than PE teachers in other institutions, whilst PE teachers in religious-owned institutions faced relatively low

prevalence of ECD. To determine whether there were significant differences between the observed means or not, a one-way ANOVA was computed. Results are presented in Table 4.54.

Table 4.54 One-way ANOVA to Test the Statistical Significance Difference between Means of the ECD Facing PE Teachers Across Institutional Ownership

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.285	3	4.095	5.01	.002
Within Groups	644.032	788	.817		
Total	656.317	791			

** $p < .05$*

The findings in Table 4.54 show that there were significant differences [F (3, 788) = 5.01, p =.002)] in the ECD faced by PE teachers across their institutional ownership. To further examine the differences, a post hoc test was conducted and results are shown in Table 4.55.

Table 4.55 Tukey HSD Post Hoc Results for ECD Facing PE Teachers Across Institutional Ownership

Ownership (I)	Ownership (J)	Mean Difference (I-J)	Std. Error	Sig.
Government	Private	-.09752	.22193	.972
	Military	.26777	.13237	.180
	Religious	.56499*	.16858	.005
Private	Government	.09752	.22193	.972
	Military	.36529	.25382	.475
	Religious	.66252	.27444	.075
Military	Government	-.26777	.13237	.180
	Private	-.36529	.25382	.475
	Religious	.29722	.20878	.485
Religious	Government	-.56499*	.16858	.005
	Private	-.66252	.27444	.075
	Military	-.29722	.20878	.485

*. The mean difference is significant at the 0.05 level.

Table 4.55 reveals that a statistically significant difference was found between government-owned institutions and religious-owned institutions (.56499, p = .005). However, there was no significant difference between private institutions and government, military and religious-owned institutions. There was also no significant difference between military-owned institutions and government, private and religious-owned institutions. Furthermore, there was no significant difference between religious-owned institutions and private and military-owned institutions.

Based on the above results, the null hypothesis that there would be no significant difference in the ethical conflicts and dilemmas faced by PE teachers across institutional ownership was rejected. Significant differences were noted between government and religious-owned institutions. The reason for this may be due to the quality of services that teachers and PE teacher in particular, get from the owners of the institutions. Luk and Shek (2006) found out that high levels of religious involvement are related to psychological well-being. As discussed earlier, private institutions are less controlled than all other institutions. This could be the reason for higher prevalence of ethical conflicts and dilemmas in private institutions.

4.11.3 Ethical Conflicts and Dilemmas Facing PE Teachers by their Type of Institution

The sub-hypothesis stated that there would be no significant difference in the ethical conflicts and dilemmas faced by PE teachers in relation to their type of institution. The findings are presented in Table 4.56.

Table 4.56 Descriptive Data and t-Test for Ethical Conflicts and Dilemmas Facing PE Teachers by their Institutional Level

Type of Institution	n	Mean	SD	t-Value
Secondary	136	3.08	.95	.000
T/College	656	2.82	.66	
Total	792	3.04	.91	

** $p < .05$*

Table 4.56 indicates that PE teachers in secondary schools experienced more ethical conflicts and dilemmas than those in teachers' colleges. In order to determine whether the difference in means was significant or not, an independent t-test was computed. Results show that there was significant difference [t (266.847) = -.829, p =.000)] in ethical conflicts and dilemmas faced by PE teachers in secondary schools (M = 3.08, SD = .95) and PE teachers in teachers' colleges (M = 2.82, SD = .66). Therefore, the null hypothesis that there would be no significant difference in ethical conflicts and dilemma faced by PE teachers in secondary schools and teachers' colleges was rejected. PE teachers in secondary schools faced more ethical conflicts and dilemmas than PE teachers in teachers' colleges. Most students in secondary schools are adolescents. It is more challenging to work with adolescents than people who are in their early adulthood as the case of students in teachers' colleges.

It was pointed out that PE teachers in teachers' colleges complied more with the PCEC than those in secondary schools. It was therefore, not surprising to find out that PE teachers in secondary schools face ethical conflicts and dilemmas more than their counterparts in teachers' college. The findings also imply that there are many challenges facing PE teachers in secondary schools as compared to PE teachers in teachers' colleges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations for further policy formulation and further research.

5.2 Summary of the Findings

The purpose of the study was to evaluate PE teachers' compliance with professional code of ethics and conduct in Tanzania. The specific objectives of the study were to:

a. Determine the perception of PE teachers in Tanzania of their knowledge on the professional code of ethics and conduct.
b. Find out the relationship between demographic and institutional variables to PE teachers' knowledge on the professional code of ethics and conduct in Tanzania.
c. Determine the extent of compliance of PE teachers with the professional code of ethics and conduct in Tanzania.
d. Examine the influence of demographic and institutional variables to PE teachers' compliance with the professional code of ethics and conduct in Tanzania.
e. Determine the prevalence of ethical conflicts and dilemmas experienced by physical education teachers in their observance of the professional code of ethics and conduct in Tanzania.
f. Find out whether demographic and institutional variables influence the ethical conflicts and dilemma that PE teachers face.

The following hypotheses were formulated to guide the study:

$Ho_{1:}$ The PE teachers' knowledge on professional code of ethics and conduct would not significantly differ in relation to their demographic variables.

$Ho_{2:}$ The PE teachers' knowledge on professional code of ethics and conduct would not significantly differ in relation to their institutional variables.

$Ho_{3:}$ 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.

$Ho_{4:}$ There would be no significant difference in the extent of PE teachers' compliance with the professional code of ethics and conduct across institutional variables.

$Ho_{5:}$ The ethical conflicts and dilemmas faced by PE teachers would not significantly differ across their demographic variables.

$Ho_{6:}$ The ethical conflicts and dilemmas faced by PE teachers would not significantly differ in relation to their institutional variables.

The findings of the study were as follows:

i. PE teachers in Tanzania were highly knowledgeable on the ethical and professional conduct of a teacher.

ii. There was no significant difference in PE teachers' knowledge on PCEC across their age categories. All PE teachers were knowledgeable on PCEC irrespective of their age.

iii. There were significant differences in PE teachers' knowledge on PCEC in relation to their educational levels. PE teachers with postgraduate qualification had full knowledge on PCEC, whilst PE teachers with degree and diploma levels of education had high knowledge on PCEC and those with certificate level of education had moderate knowledge on PCEC.

iv. There was no significant difference in knowledge on PCEC among PE teachers by their gender. Both male and female PE teachers were highly knowledgeable on PCEC.

v. There was no significant difference in PE teachers' knowledge on PCEC by their marital status. Both single and married PE teachers were highly knowledgeable on PCEC irrespective of their marital status.

vi. There were no significant differences in PE teachers' knowledge on PCEC across their teaching experiences. All PE teachers have high knowledge on PCEC irrespective of their teaching experience.

vii. There was no significant difference in PE teachers' knowledge on PCEC by their institutional location. Both PE teachers who worked in institutions located in urban and rural areas were highly knowledgeable on PCEC.

viii. There were significant differences in PE teachers' knowledge on PCEC in relation to institutions owned by various organizations. PE teachers in religious owned institutions had relatively higher knowledge on PCEC than those in other organizations, followed by those in government and military owned institutions. PE teachers in privately-owned institutions had least knowledge on PCEC compared to PE teachers in other organizations.

ix. There was significant difference in extent of knowledge on PCEC between PE teachers in teachers' colleges and those in secondary schools. PE teachers in Teachers' colleges had higher knowledge on PCEC than those teaching in secondary schools.

x. On the overall, PE teachers in Tanzania complied with PCEC at high level in the dimensions of professionalism, responsibility, integrity and honesty and at moderate level in the dimensions of care and respect.

xi. There were no significant differences between PE teachers' compliance with the PCEC across their age categories. All PE teachers complied with PCEC at high level irrespective of their age categories.

xii. There were significant differences between PE teachers' compliance with PCEC across their educational levels. PE teachers with postgraduate qualification complied fully with PCEC, followed by degree and diploma holders who complied at high level and those with certificate level complied with the PCEC at moderate level.

xiii. There was no significant difference between male and female PE teachers' compliance with PCEC. Both male and female PE teachers complied with PCEC at high level irrespective of their gender.

xiv. There was no significant difference between PE teachers' compliance with PCEC across their marital status. Both single and married PE teachers complied with PCEC at high level irrespective of their marital status.

xv. There were no significant differences in compliance with PCEC in relation to PE teachers' teaching experience. All PE teachers complied with PCEC at high level irrespective of their years of teaching experience.

xvi. There was significant difference in compliance with PCEC between PE teachers whose institutions were located in urban areas and PE teachers whose institutions were located in rural areas. PE teachers in institutions located in urban areas complied with PCEC at high levels whilst PE teachers whose institutions were located in rural areas complied with PCEC at a moderate level.

xvii. There were significant differences in compliance with PCEC across institutional ownership. PE teachers in institutions owned by religious organizations and the government complied with PCEC at high levels whilst PE teachers in institutions owned by the military and private organizations complied with PCEC at a moderate level.

xviii. There was significant difference in compliance level with PCEC between PE teachers' in teachers' colleges and PE teachers in secondary schools. PE teachers in teachers' college complied with PCEC at high level whilst PE teachers in secondary schools complied with PCEC at a moderate level.

xix. The ethical conflicts and dilemmas were prevalent among PE teachers in the course of implementing PCEC. Lack of teaching and learning resources was the major ECD that faced them. Other ECD issues that were prevalent included policy changes and lack of support from the Ministry of education, lack of training in the codes, lack of cooperation from parents and community,

compromise of teaching responsibilities with private duties, pressure to win and fear of defeat as well as desire for recognition and promotion.

xx. There were no significant differences in ECD faced by PE teachers across their age categories. All PE teachers faced ECD in their implementation of PCEC irrespective of their age categories.

xxi. There were no significant differences in the ECD faced by PE teachers across their education levels. All PE teachers faced ECD in their implementation of the PCEC irrespective of their educational levels.

xxii. There was no significant difference in ECD faced by male and female PE teachers. Both male and female PE teachers faced ECD in their implementation of the PCEC irrespective of their gender.

xxiii. There were no significant differences in ECD faced by PE teachers by their marital status. Both single and married PE teachers faced ECD in their implementation of PCEC irrespective of their marital status.

xxiv. There were no significant differences in ECD faced by PE teachers across their teaching experience. All PE teachers faced ECD in the implementation of PCEC irrespective of their years of teaching experience.

xxv. There was significant difference in the type of ECD faced by PE teachers in urban and rural areas. PE teachers in institutions located in urban areas experienced more ECD than PE teachers in institutions located in rural areas.

xxvi. There were significant differences in ECD faced by PE teachers across institutional ownership. PE teachers in institutions owned by private organizations and the government experienced more ECD in their

implementation of ECD than PE teachers in institutions owned by religious organizations and the military.

xxvii. There was significant difference in ECD faced by PE teachers in secondary schools and teachers' colleges. PE teachers in secondary schools faced more ECD in their implementation of PCEC than PE teachers in teachers' colleges.

5.3 Conclusions

Based on the findings of the study, the following conclusions were drawn:

i. PE teachers in Tanzania have adequate knowledge on the professional code of ethics and conduct.

ii. Knowledge on PCEC is influenced by the level of education that an individual has attained. This was evidenced by postgraduate holders who were more knowledgeable on PCEC than the rest who possessed lower levels of education attainment. The more one is educated the higher the knowledge on PCEC.

iii. Demographic factors of age, gender, marital status, teaching experience and institutional location do not influence PE teachers' knowledge on PCEC.

iv. The level of institution in which PE teachers work and the type of institutional proprietorship (ownership) have bearing on the knowledge on PCEC. PE teachers in Teachers' colleges and PE teachers in religious and government institutions have higher knowledge on PCEC than those teaching in secondary schools and those working in private and military schools respectively.

v. PE teachers in Tanzania comply with the professional code of ethics and conduct at high level.

vi. Demographic factors of age, gender, marital status and teaching experience do not influence PE teachers' level of compliance with PCEC in Tanzania.

vii. Educational level is an important factor that influences the level of compliance with PCEC among PE teachers in Tanzania. The higher the level of education the higher the compliance level with PCEC.

viii. There is a relationship between the level of institution in which PE teachers' work and their compliance with PCEC. In this regard, PE teachers in teachers' colleges comply with PCEC more than PE teachers in secondary schools.

ix. Institutional ownership determines PE teachers' level of compliance with PCEC. PE teachers in religious-owned institutions comply with PCEC more than PE teachers in government, military and privately-owned institutions.

x. Location of an institution influences the level of PE teachers' compliance with PCEC. PE teachers whose institutions are located in urban areas comply more with PCEC than PE teachers whose institutions are located in rural areas.

xi. PE teachers in Tanzania experience ECD in the course of implementing the PCEC. These ECD are of personal and institutional nature.

xii. Teaching and learning materials are the major ECD prevalent among PE teachers when they carry out their duties.

xiii. Demographic factors (age, education level, gender, marital status and teaching experience) do not influence ECD faced by PE teachers when implementing PCEC.

xiv. The location of an institution influences the kinds of ECD that PE teachers face when implementing PCEC. PE teachers whose institutions are located in rural

areas experience more ECD than PE teachers whose institutions are located in urban areas.

xv. The type of institutional proprietorship (ownership) influences the extent of ECD that PE teachers experience when implementing PCEC. PE teachers in government and privately-owned institutions face ECD more than PE teachers in religious and military owned institutions.

xvi. The level of institution in which PE teachers work has a bearing on the extent of ethical conflicts and dilemmas that PE teachers face when implementing the professional code of ethics and conduct. PE teachers in secondary schools experience more ECD than PE teachers in teachers' colleges.

5.4 Recommendations

Based on the conclusions of this study, the following recommendations were made for policy formulation and future research:

5.4.1 Recommendations for Policy and Practice

i. The findings of this study have indicated that PE teachers have knowledge on and comply with the professional code of ethics and conduct. Therefore, this calls for the Ministry of Education and Vocational Training and school administrators to improve and sustain PE and sport programmes in secondary schools and teachers' colleges that will create partnership and collaboration between teachers, students, the school and community. There is also a need for physical education teachers to form their professional organization in order to nurture, support, control and enhance their quality.

ii. Teacher education colleges and Universities offering courses in education should ensure that student teachers are introduced to courses on professional ethics in order to nurture professional ethics for future in-service teachers. As professional teachers, they must however be encouraged to obtain copies of professional code of ethics and conduct.

iii. In-service teachers should be advised and encouraged to attend professional development courses in order to ensure that they keep informed of their professional demands and standards. In addition to this, the government should ensure the facilitation of professional development courses for teachers.

iv. The findings of this study have indicated that PE teachers with lower levels of education (certificate and diploma levels) comply with the professional code of ethics and conduct relatively lower than those with higher levels of education (degree and postgraduate holders). This calls for the Ministry of Education and Vocational Training (MoVT) to encourage and support in-service teachers' professional training especially for those with lower qualifications.

v. This study has indicated that physical education teachers encounter ethical conflicts and dilemmas when implementing PCEC as a result of poor human relationships, PE teachers' responsibilities, inadequacy of teaching and learning materials, and policy issues. Therefore, there is a need for the Ministry of Education and Vocational Training to improve funding of education in schools and colleges by ensuring the provision of teaching resources for physical education in order to improve the quality of work of PE teachers and improve school-community relationships.

5.4.2 Recommendations for Further Research

i. There is a need to conduct a study across all teachers in different subject specializations to determine their compliance with professional duties and identify the challenges they face in their professional endeavors.

ii. Further studies should be conducted to examine the role of PE and sport in schools and colleges in enhancing work commitment and collaboration among teachers.

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APPENDICES

APPENDIX A

INFORMATION ABOUT THE STUDY

Dear Participants,

I am a PhD candidate from Kenyatta University in Kenya. I am conducting a study on the Extent of Compliance with Professional code of Ethics and Conduct among Physical Education Teachers in Secondary schools and Teachers' Colleges in Tanzania. This study is important as it seeks to understand Physical Education teachers' awareness and knowledge of professional code of ethics and conduct; and how demographic and institutional factors affect their compliance. The study also seeks to explore the ethical conflicts and dilemmas experienced by physical education teachers when implementing the professional code of ethics and conduct. Such kind of study will help PE teachers to learn and uphold the best practices and conduct of the teaching profession, restore the public confidence in the teaching profession and consequently raise the standard of education in Tanzania.

You will be asked to complete a questionnaire giving some personal information about yourself. All information collected will be confidential. The researcher will not pass any details to any other person, or organization and data will not be used for any other purpose other than those stated.

Be sure you understand this information before you agree to participate in the exercise. You are free to ask any questions that you need to understand.

Stephen Mabagala
PhD Candidate

APPENDIX B

CONSENT FORM

I …… give my consent to participate in the research entitled "The extent of Compliance with Professional Code of Ethics and Conduct among Physical Education Teachers in Secondary Schools and Teachers' Colleges in Tanzania". I have read the information given above and understood the aims of the study and the procedures to be followed.

Signature……. Date……..

I would respect your decision should you not wish to participate in this research. If you have any concerns about any of the information given, please conctact:

Stephen Mabagala,
Kenyatta University,
P. o. Box 43844,
Nairobi-Kenya

OR

Stephen Mabagala,
University of Dar Es Salaam,
P. O. Box 35048,
Dar Es Salaam-Tanzania.

Mobile: +254715023900, +255754692008
e-mail: mabagala@edu.udsm.ac.tz, mabaghee@yahoo.com

APPENDIX C

QUESTIONNAIRE FOR PE TEACHERS

Dear participants,
The purpose of this questionnaire is to solicit from you your level of compliance with professional code of ethics and conduct.

The response you will give will remain confidential, no any part or whole of your response will be disposed to any other person except the researcher himself. Please be honest to the best of your knowledge as much as possible.

Part A: Demographic Characteristics of Respondents
Please respond to the following items appropriately by either filling in the spaces or tick in the appropriate response.

1. Name of the institution----------
2. Location: a). Urban □ (b). Rural □
3. Type of the institution (a) secondary □ (b) teachers college □
4. Ownership: (a). State/Government □ (b). Private □ (c) Military □ (d) Religion □
5. Age: (a) 25-30 □ (b) 31-35 □ (c) 36-40 □ (d) 41-45 □ (e) 46 and above □
6. Gender: (a) Male □ (b) Female □
7. Marital status: (a) Single □ (b) Married □ (c) Widowed □
8. How long have you been in the teaching profession as a PE teacher?
   (a)1-5 years □ (b) 6-10 years □ (c)11-15 years □ (d)Over 15 years □
9. Professional qualification (a) certificate □ (b) diploma □ (c)degree □ (d) other □ specify --
10. Do you own a copy of the professional code of ethics: (a). Yes □ (b). No. □

Part B: PE Teachers Knowledge on the Professional Code of Ethics and Conduct.
Below are series of items that require you to respond on your knowledge on Professional Code of Ethics and Conduct for Teachers. Respond by indicating "FK" for Full Knowledge, "HK" for High Knowledge, "MD" for Moderate Knowledge, "LK" for Low Knowledge and "SK" for Slight Knowledge.

No	An ideal teacher is one who	FK	HK	MD	LK	SK
1	Possesses content knowledge and is knowledgeable in all areas of curriculum.					
2	Knows the relevant applications of the content he/she teaches.					
3	Knows how to use a variety of methods to teach and assess students.					
4	Can communicate effectively to students.					
5	Plans instruction that is appropriate for the students he/she teaches.					
6	Is patient, determined and courageous.					
7	Respects and takes care of children.					

8	Dresses neatly, clean and appropriately for the situation.					
9	Reflective and constantly evaluates his choices and actions to improve instruction.					
10	Continuously seeks for self improvement and understands current trends in education.					
11	Initiates change in his/her field of specialization.					
12	Responsible for collaboration and communication with fellow teachers, staff, administration, parents and community members.					
13	Participates in school decisions, setting policies and rules.					

Part C: PE Teachers Compliance with Professional Code of Ethics and Conduct

The purpose of this part is to solicit your information concerning the way you comply with professional code of ethics and conduct. Respond by indicating "FC" for Full Compliance, "HG" for High Compliance, "MD" for Moderate Compliance, "LT" for Little Compliance and "NC" for Non-Compliance. .

Professional Code of Ethics and Conduct in the Dimension of Professionalism

No	Item	FC	HC	MC	LC	NC
1	I display good behaviour towards students					
2	During inter-school competitions I prefer discipline to winning					
3	I dress in a manner consistent with the dignity and norms of sport and the teaching profession.					
4	I possess considerable content knowledge in PE and I am knowledgeable in all areas of curriculum.					
5	I am precautious when I prepare for lessons and competitions and I use various teaching methods.					
6	I establish and maintain a supportive teaching and learning environment.					
7	I strive to be current with relevant knowledge and curriculum practices in PE.					
8	I reflect and evaluate my choices and actions to improve instruction.					
9	I collaborate and cooperate with my fellow teachers, staff, administration, and community members.					
10	I believe that teachers should demonstrate a high moral standard in the classroom and in their personal lives.					

Professional Code of Ethics and Conduct on Responsibility

No	Item	FC	HC	MC	LC	NC
1	It is my duty to develop and praise proper behaviour of the students.					

2	I give more importance to the health and safety of the student more than sportive success.					
3	I see PE lesson as inseparable and complementary part of general education.					
4	I observe general rules and terms of employment as set by the state					
5	I strive to establish and maintain supportive school-community partnership.					
6	I place high value in developing student to his /her full potentials.					
7	I try continuously to improve my standard of work and ability.					

Professional Code of Ethics and Conduct on Care and Respect

No	Item	FC	HC	MC	LC	NC
1	I normally consider student interest in the choice of sporting activity.					
2	I am not involved in giving humiliating speeches during training/lesson.					
3	I am not involved in inciting violence against the opposing school					
4	I recognize and respect the rights of students.					
5	I recognize and respect parents' cultural background and socio-economic diversity.					
6	I strive to protect students' rights to privacy and confidentiality.					
7	I recognize and respect diversity and inclusiveness among students.					
8	I place high value on choices that affect students' opportunity to learn.					
9	I provide opportunities for the development of student's self worth and pride.					
10	I show concern and care for the injured and disabled students.					

Professional Code of Ethics and Conduct on Honesty and Integrity

No	Item	FC	HC	MC	LC	NC
1	I am sensitive not to allow test, measurements or training which could harm the student's health.					
2	I do not involve in any illegal activities eg corruption, drug abuse, and sex with students.					
3	I treat everyone equally regardless of gender, religion, political affiliation, or ability.					
4	I promote positive aspects of PE and sport like sportsmanship, fair play, team cohesion and spirit.					
5	I avoid statements that are untrue or misleading.					

6	I communicate and cooperate with students and parents or guardians.					
7	I perform my duties diligently and in a disciplined manner.					
8	I encourage student players to be disciplined and honest.					
9	I treat students and teachers within and outside my school community with respect.					

Part C: Ethical Conflicts and Dilemmas

Dear Participants,

This part requires you to respond either to "MP" for Most Prevalent, "HP" for Highly Prevalent, "P" for Prevalent, "LP" for Low Prevalence, and "NP" for Not Prevalent for the items which you think best explains the kinds of ethical conflicts and dilemmas you face when implementing the professional codes of ethics and conduct.

No	Item	MP	HP	P	LP	NT
1	Lack of teaching and learning resources					
	Policy changes and lack of support					
3	Lack of training in the codes					
4	Lack of cooperation from parents and community.					
5	Compromise of teaching responsibilities with private duties.					
6	Pressure to win and fear of defeat					
7	Desire for recognition and promotion					
8	Mismanagement of school resources					
9	Abuses in supply/purchase of materials and equipment for PE and sports					
10	Poor relationships with students.					
11	Abuses in assessment and evaluation					
12	Substance abuse among students					
13	Verbal and physical abuse.					
14	Sexual harassment and abuse.					

APPENDIX D

QUESTIONNAIRE FOR HEADS OF INSTITUTIONS

Dear Head Master/Mistress/ Principal,
The purpose of this questionnaire is to seek your information concerning PE teachers' compliance with professional code of ethics and conduct. It aims at understanding how PE teachers adhere to moral values and ideals and the way the observe rules and regulations concerning their teaching profession.

Please evaluate the extent to which you think your PE teachers comply with the professional ethics codes on the dimensions of professionalism, responsibility, care and respect as well as honesty and integrity. Please be honest to the best of your knowledge and your response will remain strictly confidential.

Part A: Demographic Characteristics and Information of Respondents

1. Name of the institution----------
2. Location: a). Urban □ (b). Rural □
3. Type of the institution (a) Secondary □ (b) Teachers College □
4. Ownership: (a). State/Government □ (b). Private □ (c) Military □ (d) Religion □
5. Age: (a) 25-30 □ (b) 31-35 □ (c) 36-40 □ (d) 41-45 □ (e) 46+ □
6. Gender: (a) Male □ (b) Female □
7. Marital status: (a) Single □ (b) Married □ (c) Widowed □
8. How long have you been in the teaching profession?
   (a)1-3 years □ (b) 4-6 years □ (c)7-9 years □ (d)10 years and above □
9. How long have you been the Head at the present institution?
   (a) 1-3 years □ (b) 4-6 years □ (c) 7-9 years □ (d)10 years and above □
10. Professional qualification (a) certificate □ (b) diploma □ (c) degree □ (d) other □ specify --
11. Do have a copy of the professional code of ethics: (a). Yes □ (b). No. □
12. Have your teachers attended any training for the professional code of ethics?
    (a). Yes □ (b). No. □

Part B: Head of Institutions' Knowledge on the Professional Code of ethics and Conduct

1. How do you understand the code of ethics?
2. How do you implement the code of ethics?
3. Have there been any incidences of professional misconduct involving a PE teacher at your institution? If Yes, what was the misconduct?
4. In what ways do you think PE teachers comply with the values and ideals of the teaching profession?
5. What are the challenges facing PE teachers in implementing the codes of ethics and conduct.

Part C: Below are series of statements that measure your PE teachers' level of compliance with professional code of ethics and conduct. Please indicate by ticking in the

appropriate box the response to which you feel your PE teacher exhibit their behaviours most frequently. Respond by indicating "FC" for Full Compliance, "HC" for High Compliance, "MD" for Moderate Compliance, "LC" for Low Compliance and "NC" for Non-Compliance.

Professional Code of Ethics and Conduct on Professionalism

No.	Item	FC	HC	MC	LC	NC
1	PE teachers display good behaviour towards students					
2	During inter-school competitions PE teachers prefer discipline to winning					
3	PE teachers dress in a manner consistent with the dignity and norms of sport and the teaching profession.					
4	PE teachers possess considerable content knowledge in PE and have knowledgeable in all areas of curriculum.					
5	PE teachers are precautious when they prepare for lessons and competitions and they normally use various teaching methods.					
6	PE teachers establish and maintain a supportive teaching and learning environment.					
7	PE teachers strive to be current with relevant knowledge and curriculum practices in PE.					
8	PE teachers reflect and evaluate my choices and actions to improve instruction.					
9	PE teachers collaborate and cooperate with their fellow teachers, staff, administration, and community members.					
10	I believe that PE teachers demonstrate a high moral standard in the classroom and in their personal lives.					

Professional Code of Ethics and Conduct on Responsibility

No.	Item	FC	HC	MC	LC	NC
R1	PE teachers develop and praise proper behaviour of the students.					
2	PE teachers place more value to student health and safety.					
3	PE teachers see PE lessons as inseparable and complementary part of general education.					
4	PE teachers observe general rules and terms of employment as set by the state.					
5	PE teachers strive to establish and maintain supportive school-community partnership.					
6	PE teachers place high value in developing student to their full potentials.					

7	PE teachers try continuously to improve their standard of work and ability.					

Professional Code of Ethics and Conduct in the Dimension of Care and Respect

No.	Item	FC	HC	MC	LC	NC
1	PE teacher normally consider student interest in the choice of sporting activity.					
2	PE teachers are not involved in giving humiliating speeches during training/lesson.					
3	PE teachers are not involved in inciting violence against the opposing school					
4	PE teachers recognize and respect the rights of students.					
5	PE teachers recognize and respect parents' cultural background and socio-economic diversity.					
6	PE teachers strive to protect students' rights to privacy and confidentiality.					
7	PE teachers recognize and respect diversity and inclusiveness among students.					
8	PE teachers place high value on choices that affect students' opportunity to learn.					
9	PE teachers provide opportunities for the development of student's self worth and pride.					
10	PE teachers show concern and care for the injured and disabled students.					

Professional Code of Ethics and Conduct in the Dimension of Integrity and Honesty

No	Item	FC	HC	MC	LC	NC
1	PE teachers are sensitive not to allow test, measurements or training which could harm the student's health.					
2	PE teachers do not involve in any illegal activities eg corruption, drug abuse, and sex with students.					
3	PE teachers treat everyone equally regardless of gender, religion, political affiliation, or ability.					
4	PE teachers promote positive aspects of PE and sport like sportsmanship, fair play, team cohesion and spirit.					
5	PE teachers avoid statements that are untrue or misleading.					
6	PE teachers communicate and cooperate with students and parents or guardians.					
7	PE teachers perform their duties diligently and in a disciplined manner.					
8	PE teachers encourage students to be disciplined and honest.					

9	PE teachers treat students and teachers within and outside my school community with respect.					

Part C: Ethical Conflicts and Dilemmas

Below are series of statements which show ethical conflicts and dilemmas that PE teachers may experience when implementing the professional code of ethics. Indicate the response which you think best suits your PE teachers at your institution. Respond by indicating "MP" for Most Prevalent, "HP" for Highly Prevalent, "P" for Prevalent, "LP" for Low Prevalence and "NP" for Not Prevalent.

No	Item	MP	HP	P	LP	NP
1	Lack of teaching and learning resources					
2	Policy changes and lack of support					
3	Lack of training in the codes					
4	Lack of cooperation from parents and community.					
5	Compromise of teaching responsibilities with private duties.					
6	Pressure to win and fear of defeat					
7	Desire for recognition and promotion					
8	Mismanagement of school resources					
9	Abuses in supply/purchase of materials and equipment for PE and sports					
10	Poor relationships with students.					
11	Abuses in assessment and evaluation					
12	Substance abuse among students					
13	Verbal and physical abuse.					
14	Sexual harassment and abuse.					

APPENDIX E

QUESTIONNAIRE FOR STUDENTS

Dear students,
The purpose of this questionnaire is to get information on how PE teacher comply with the teaching professional morals, values, ideals, and rules and regulations. Please evaluate them on the way they relate with you when they are exercising their professional duties in and outside the school environment. Please be honest to the best of your knowledge. This questionnaire is treated extremely confidential between the researcher and you. Do not indicate your name.

Part A: Demographic Characteristics of Respondents

1. Name of the institution----------
2. Location: (a). Urban □ (b). Rural □
3. Type of the institution (a) Secondary □ (b) Teachers College □
4. Ownership: (a). State/Government □ (b). Private □ (c). Military □ (d) Religious □
5. Age: (a) 10-15 years (b) 16-20 years (c)21-25 (d) Above 25 ----------
6. Gender (a)Male □ (b) Female □
7. Class/Grade level (a) Form one- two □ (b) Form three-Four □ (c) Form Five to six □ (d) Certificate □ (e) Diploma □

Part B

Below are series of statements that measure your PE teachers' level of compliance with professional code of ethics and conduct. Please indicate by ticking in the appropriate box the response to which you feel your PE teacher exhibit their behaviours most frequently. Respond by indicating "FC" for Full Compliance, "HC" for High Compliance, "MC" for Moderate Compliance, "LC" for Low Compliance and "NC" for Non-Compliance.

Professional Code of Ethics and Conduct on Professionalism

No	Item: PE teachers	FC	HC	MC	LC	NC
P1	Display good behaviour towards students					
2	During inter-school competitions prefer discipline to winning.					
3	Dress in a manner consistent with the dignity and norms of sport and the teaching profession.					
4	Possess considerable content knowledge in PE and have knowledgeable in all areas of curriculum.					
5	Are precautious when they prepare for lessons and competitions and they normally use various teaching methods.					
6	Establish and maintain a supportive teaching and learning environment.					
7	Strive to be current with relevant knowledge and curriculum practices in PE.					
8	Reflect and evaluate my choices and actions to improve instruction.					

9	Collaborate and cooperate with their fellow teachers, staff, administration, and community members.					
10	Demonstrate a high moral standard in the classroom and in their personal lives.					

Professional Code of Ethics and Conduct on Responsibility

No	Item	FC	HC	MC	LC	NC
1	PE teachers develop and praise proper behaviour of the students.					
2	PE teachers place more value to student health and safety.					
3	PE teachers see PE lessons as inseparable and complementary part of general education.					
4	PE teachers observe general rules and terms of employment as set by the state.					
5	PE teachers strive to establish and maintain supportive school-community partnership.					
6	PE teachers place high value in developing student to their full potentials.					
7	PE teachers try continuously to improve their standard of work and ability.					

Professional Code of Ethics and Conduct on Care and Respect

No.	Item	FC	HC	MC	LC	NC
C1	PE teacher normally consider student interest in the choice of sporting activity.					
2	PE teachers are not involved in giving humiliating speeches during training/lesson.					
3	PE teachers are not involved in inciting violence against the opposing school.					
4	PE teachers recognize and respect the rights of students.					
5	PE teachers recognize and respect parents' cultural background and socio-economic diversity.					
6	PE teachers strive to protect students' rights to privacy and confidentiality.					
7	PE teachers recognize and respect diversity and inclusiveness among students.					
8	PE teachers place high value on choices that affect students' opportunity to learn.					
9	PE teachers provide opportunities for the development of student's self worth and pride.					
10	PE teachers show concern and care for the injured and disabled students.					

Professional Code of Ethics and Conduct on Integrity and Honesty

No	Item	FC	HC	MC	LC	NC
1	PE teachers are sensitive not to allow test, measurements or training which could harm the student's health.					
2	PE teachers do not involve in any illegal activities eg corruption, drug abuse, and sex with students.					
3	PE teachers treat everyone equally regardless of gender, religion, political affiliation, or ability.					
4	PE teachers promote positive aspects of PE and sport like sportsmanship, fair play, team cohesion and spirit.					
5	PE teachers avoid statements that are untrue or misleading.					
6	PE teachers communicate and cooperate with students and parents or guardians.					
7	PE teachers perform their duties diligently and in a disciplined manner.					
8	PE teachers encourage students to be disciplined and honest.					
9	PE teachers treat students and teachers within and outside my school community with respect.					

Part C: Ethical Conflicts and Dilemmas

Dear Participants,

This part requires you to respond either "MP" for Most Prevalent, "HP" for High Prevalence, "P" for Prevalent, "LP" for Low Prevalent and "NP" for Not Prevalent for the items which you think best explain the kinds of ethical conflicts and dilemmas you think your teachers face when executing their duties.

No	Item	MP	HP	P	LP	NP
1	Lack of teaching and learning resources					
2	Lack of cooperation from parents and community.					
3	Compromise of teaching responsibilities with private duties.					
4	Pressure to win and fear of defeat					
5	Desire for recognition and promotion					
6	Mismanagement of school resources					
7	Abuses in supply/purchase of materials and equipment for PE and sports					
8	Poor relationships with students.					
9	Abuses in assessment and evaluation					
10	Substance abuse among students					
11	Verbal and physical abuse.					
12	Sexual harassment and abuse.					

APPENDIX F

QUESTIONNAIRE FOR TSD OFFICIALS

Dear Respondent,
Below is a questionnaire concerning PE teachers' compliance with the professional code of ethics and conduct. The aim of this questionnaire is to solicit information from you that will be useful to explain how teachers comply with the PCEC.

Part A: Demographic Characteristics and Information of Respondents

1. Age: (a) 25-30 □ (b) 31-35 □ (c) 36-40 □ (d) 41-45 □ (e) 46 and above □
2. Gender: (a) Male □ (b) female □
3. Marital status: (a) Single □ (b) Married □ (c) Widowed □
4. How long have you been working at TSD? (a)1-5 years □ (b) 6-10 years □ (c) 11-15 years □ (d)Over 15 years □
5. Professional qualification (a) Certificate □ (b) Diploma □ (c) Degree □ (d) Other □ specify –
6. Do you conduct training for the code of conduct for teachers?-(a) Yes □ (b) No □
7. If yes, how frequently?
8. To what extent is non-compliance with PCEC tolerable?
9. How many cases have you dealt with involving teachers' ethics and conduct?
10. How many of those cases involved PE teachers?

Part B: Ethical Conflicts and Dilemmas
Below are series of statements which show ECD that PE teachers may experience when implementing the PCEC. Indicate the response which you think best suits your PE teachers at your institution. Respond by indicating "MP" for Most Prevalent, "HP" for Highly Prevalent, "P" for Prevalent, "LP" for Less Prevalent and, "LP" for Not Prevalent.

No	Item	MP	HP	P	LP	NP
1	Lack of teaching and learning resources					
2	Policy changes and lack of support					
3	Lack of training in the codes					
4	Lack of cooperation from parents and community.					
5	Compromise of teaching responsibilities with private duties.					
6	Pressure to win and fear of defeat					
7	Desire for recognition and promotion					
8	Mismanagement of school resources					
9	Abuses in supply/purchase of materials and equipment for PE and sports					
10	Poor relationships with students.					
11	Abuses in assessment and evaluation					
12	Substance abuse among students					
13	Verbal and physical abuse.					
14	Sexual harassment and abuse.					

APPENDIX G

TARGET POPULATION

S/No	Institution	PE Teachers	Students	TSD Officials	Heads	Total
1	Bunda TC	2	206		1	209
2	Butimba	4	455		1	460
3	Kleruu TC	3	190		1	194
4	Korogwe TC	3	510		1	514
5	Mandaka TC	2	220		1	223
6	Mhonda TC	2	210		1	213
7	Monduli TC	2	204		1	207
8	Mpuguso TC	4	345		1	350
9	Mpwapwa TC	2	160		1	163
10	Mtwara TC	2	294		1	297
11	Murutunguru TC	1	447		1	449
12	Songea TC	2	345		1	348
13	Tarime TC	5	690		1	696
14	Tukuyu TC	4	216		1	221
15	Vikindu TC	2	432		1	435
16	Makongo SS	4	180		1	185
17	Tegeta SS	2	150		1	153
18	Loyola SS	3	180		1	184
19	Air Wing SS	3	250		1	254
20	Azania SS	2	160		1	163
21	TSD	-	-	29	1	30
	Total	54	5844	29	21	5948

APPENDIX H

SAMPLE SIZE

S/No	Institution	Teachers	Students	TSD Officials	Heads	Total
1	Bunda TC	3	22		1	26
2	Butimba TC	4	49		1	54
3	Kleruu TC	3	36		1	40
4	Korogwe TC	4	51		1	56
5	Mandaka TC	1	22		1	24
6	Mhonda TC	2	21		1	24
7	Monduli TC	3	60		1	64
8	Mpuguso TC	3	39		1	43
9	Mpwapwa TC	2	47		1	50
10	Mtwara TC	2	27		1	30
11	Murutunguru TC	1	47		1	49
12	Songea TC	3	35		1	39
13	Tarime TC	3	68		1	72
14	Tukuyu TC	3	31		1	35
15	Vikindu TC	3	46		1	50
16	Makongo SS	3	18		1	22
17	Tegeta SS	2	14		1	17
18	Loyola SS	2	27		1	30
19	Air Wing SS	3	24		1	28
20	Azania SS	2	36		1	39
21	TSD		-	16	1	17
	Total	52	720	16	21	809

APPENDIX I

TEACHERS CODE OF PROFESSIONAL CONDUCT

Every teacher shall recognize that he/she has certain responsibilities to the child under their care;
The community in which they live;
The profession;
The employer;
The state.

1. To the Child

A teacher agrees that his/her chief responsibility is towards the child under his/her care and that he has at all times the duty to guide each child in his/her full mental and physical development, both as an individual and a member of the community.

2. To the Community

A teacher must therefore fully understand the community in which he/she works, he/she must explain to them their duty to obey all lawful authority and he/she should by his/her own personal conduct set as an example in these matters.

3. To the Profession

A teacher recognizes that teaching is a vocation and more than mere painful employment. He/she therefore undertakes to conduct himself or herself according to the following rules:

(a) To follow at all times the highest standards of professional conduct.
(b) To work conscientiously and with diligence and regularity.
(c) To set a good example in his/her conduct at all time to the children under their care.
(d) To try continually to improve his/her standard of work and ability.
(e) To abuse no right or privilege contained in his/her conditions of service.

4. To the Employer

A teacher agrees to serve his/her employer faithfully and in accordance with the terms of their employment.

5. To the State

A teacher must fully understand and be prepared to fulfill his/her obligation to the state. A teacher accepts the code set out above as the code of professional conduct for teachers and shall adhere to its provisions.