Physical Education Teachers' Compliance with Professional Codes of Ethics and Conduct

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Abstract
Background/Purpose: Every profession considers the development and application of a Professional Code of Ethics and Conduct (PCEC) as a means of maintaining professional standards. As for the teaching profession, PE teachers are supposed to exhibit a high level of professionalism, responsibility, integrity, competence, character, respect and honesty. Such moral virtues are imperative since PE teachers' work involves close interactions with students. The purpose of this study was to determine the compliance level of PE teachers with the PCEC in Tanzania.
Method: The study utilized descriptive survey design and was conducted in secondary schools and teachers' colleges. Purposive sampling was adopted to select respondents. Participants were 52 PE teachers, 21 heads of institutions, 720 students and 16 Teachers' Service Department officials.
Analysis/Results: PE teachers complied with the PCEC at high level ($M = 4.11$, $SD = .53$). There were no significant differences in compliance across age ($p = .868$), gender ($p = .502$), marital status ($p = .208$) and teaching experience ($p = .469$). However, significant differences in compliance were observed across educational levels ($p = .002$) and across institutional variables ($p < .05$)
Conclusions and Recommendations: PE teachers comply accordingly with PCEC; and the level of education and religiosity influence their compliance level. There is a need to strengthen professional development courses for teachers and emphasize the teaching of moral and professional ethics in the teacher education program.

Key words:
Compliance, PE teachers, professional code of ethics and conduct