



**STUDENTS' PERCEPTIONS ON PHYSICAL EDUCATION TEACHERS' COMPLIANCE WITH THE PROFESSIONAL CODE OF ETHICS AND CONDUCT IN TANZANIA**

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**Abstract**

The nature of Physical Education (PE) is grounded in movements, games and sports; this lends itself to a high rate of interaction between PE teachers and students. As such, PE teachers need to be aware and comply with their professional code of ethics and conduct (PCEC) in their relationship with students during theory and practical lessons as well as during interschool competitions and outside school contexts. The idea of PE teachers' compliance with PCEC in Tanzania has not been widely investigated, so this study is rare and important to the field. The purpose of the study was to determine the perception of students on PE teachers' compliance with PCEC in Tanzania. The study utilized descriptive survey design and was conducted in secondary schools and teachers' colleges that had PE and sport programs. Purposive sampling was adopted to select PE students and data were collected through a questionnaire. Participants were 720 students who were either studying PE or participating in school sports. It was concluded that PE students perceive their teachers as having a high level of compliance with the PCEC and their perception is influenced by their level of education. It was recommended that there is a need to improve and sustain PE programs in schools and colleges, emphasize training in the codes for teachers, and moral education for students. There is also a need to improve teacher-student-relationship and school-community partnerships through sports. Further study should be conducted to determine unethical behavior in teacher-student relationships in the context of school sport.

*Keywords:* Ethics Perception, PE students, PE teachers, professional code of ethics compliance, Teachers Professional code of conduct, Tanzania Education

**Introduction**

The nature of Physical Education (PE) is grounded in movements, games and sports, which lends itself to a high rate of teacher-student interactions. The nature of these interactions may be a leading factor in students' perceptions of PE teachers. 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. Bennell and Akyeampong (2007) observed that teacher's professional behaviors inside and outside the classroom have far reaching impacts on their behavior and their overall performance and thus the learning outcomes. Consequently, teachers need to be aware of their responsibilities and vulnerabilities in their interactions and relationships with students. 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. In support of Anangisye and Barrett's idea, 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. Fredriksson (2004) concludes that codes of ethics or conduct are established in order to contribute and ensure the prestige of the profession and the exercise of professional duties in accordance with the agreed principles.

Since the idea of compliance with the Professional Code of Ethics and Conduct (PCEC) within the teacher-student relationship in the context of PE has not been widely investigated in Tanzania, further research was warranted. An inquiry into students' perceptions of PE teachers' compliance with the PCEC would provide a richer description of the thoughts and feelings of students in regard to teachers' ethical conduct and provide useful findings for PE teachers, parents, school administrators, employers, government and other educational stakeholders with interest in this topic. Similarly, examining how students perceive PE teachers' compliance with the PCEC adds value in interpersonal interactions between teachers and students since these relationships play an integral role in the educational process. It is generally thought that compliance with the PCEC can positively impact students' school experience. Given that PE provides inherent opportunities for teachers to exhibit ethical behaviors towards their students, a study seeking to explore such behaviors would prove beneficial to those involved in the field. Exploring the perceptions that students have on teachers regarding compliance with the PCEC can also add the voices of students about their teachers' behavior and make PE teachers behave in a manner that provides a positive influence on students' physical education and sport experiences. Students' perceptions, thoughts and expressions can help teachers become aware of their ethical boundaries when dealing with students.

### **Purpose of the Study**

The main purpose of the study was to gain insights on students' perceptions of PE teachers' compliance with the professional code of ethics and conduct in Tanzania. Specifically, the study addressed the following objectives.

- Determine the perception of students on their PE teachers' compliance with the professional code of ethics and conduct in Tanzania.
- Examine whether students' demographic variables (educational level and gender) influence their perception on PE teachers' compliance with the professional code of ethics and conduct in Tanzania.
- Determine whether institutional variables (of location, ownership and type) influence students' perception on PE teachers' compliance with the professional code of ethics and conduct in Tanzania.

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## Research Hypothesis

- Ho<sub>1</sub>: There would be no significant difference in the perception of students on their PE teachers' compliance with professional code of ethics and conduct on the basis of their demographic variables.
- Ho<sub>2</sub>: There would be no significant difference in the perception of PE students on their PE teachers' compliance with professional code of ethics and conduct on the basis of their institutional variables.

## Theoretical Framework

This article was guided by the Kantian ethic theory, which in part theorizes that certain types of actions, like murder or theft that directly endanger others, were absolutely prohibited, even in cases where the action would bring about more happiness than the alternative. Kantian theory is framed by two primary questions that an individual must ask their self whenever deciding to act. These questions are of equal weight, posed as: Can I rationally will that *everyone* act as I propose to act? If the answer is no, then we must not perform the action; and Does my action respect the goals of human beings rather than merely using them for my own purposes? Again, if the answer is no, then we must not perform the action. With this theoretical framework in mind the following methodology was implemented and the results analyzed.

## Method

Descriptive survey research design was used to gather data and give a picture on the perception of students about physical education teachers' compliance with professional code of ethics and conduct in Tanzania. In this study, the dependent variables were ethical factors that included professionalism such as character, commitment, subject knowledge, pedagogical knowledge and responsibility. Other dependent variables included care and respect, as well as integrity and honesty of PE teachers. The independent variables were gender and educational level of students. Other independent variables were institutional variables of location, ownership and type. The study was carried out in Tanzania in secondary schools and teachers' colleges that had physical education and sport programs.

Data were analyzed using the Statistical Package for Social Sciences (SPSS) program, 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. Tukey post hoc test was employed to further explain significance mean differences.

## Participants

A sample of 720 respondents participated in this study, and it comprised 419 male and 301 female students selected from secondary schools and teachers' colleges. Respondents were selected purposively based on their involvement in PE lessons and school/college sports.

## Instruments

The instruments used for data collection were closed-ended questionnaires. The questionnaire items required participants to evaluate Physical Education (PE) teachers' compliance with the professional codes of ethics and conduct on a 5 point Likert scale ranging from strongly agree (5), agree (4), no opinion (3), disagree (2) and strongly disagree (1). After administering the questionnaires, during coding and data entry the measures of choice were arranged as full compliance (5), high compliance (4), moderate compliance (3), little compliance (2) and non-compliance (1) as the level of following the code of ethics and conduct were evaluated (Ozbeck, 2007). The questionnaires for this study were developed by the researcher on the basis of literature and Tanzania's public service regulations. The test-retest method was employed to determine the reliability of the questionnaire within an interval of two weeks. The Pearson correlation was then computed and the reliability index of 0.89 was found.

## Results

**Perception of Students on PE Teachers' Compliance with the Professional Code of Ethics and Conduct (PCEC).** In addressing this objective, data were collected and analyzed using descriptive statistics. PE students were asked to evaluate how they perceived their PE teachers' compliance with the PCEC in the dimensions of professionalism, responsibility, integrity and honesty; as well as care and respect. Generally, results showed that students perceived their PE teachers complied with the PCEC at high levels ( $M = 4.01$ ,  $SD = .54$ ).

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

**Table 1. Descriptive Data for PE Teachers' Compliance with PCEC in Professionalism**

Items on PCEC in the dimension of professionalism:	M	SD
PE teachers display good behavior towards students.	4.34	.79
PE teachers prefer discipline to winning During inter-school competitions.	4.11	.98
PE teachers dress in a manner consistent with the dignity and norms of sport and the teaching profession.	4.48	.69
PE teachers possess considerable content knowledge in PE and are knowledgeable in all areas of curriculum.	4.01	.99
PE teachers are precautious when they prepare for lessons and competitions and they normally use various teaching methods.	3.89	1.08
PE teachers establish and maintain a supportive teaching and learning environment.	3.85	1.08
PE teachers strive to be current with relevant knowledge and curriculum practices in PE.	4.08	.93
PE teachers reflect and evaluate the choices and actions of learners to improve instruction.	3.65	1.13
PE teachers collaborate and cooperate with their fellow teachers, staff, administration, and community members.	4.12	.94
PE teachers demonstrate a high moral standard in the classroom and in	4.07	1.00

their personal lives.		
<b>Total</b>	<b>4.06</b>	<b>.59</b>

From Table 1, it is clear that students perceived their PE teachers in Tanzania comply with the PCEC at high levels in the dimension of professionalism ( $M = 4.06$ ,  $SD = .59$ ). This study is in line with several other studies like that of Harris (2002), SACE (2002) Campbell (2004), Roffey (2004), Hind and Palmer (2007), and Capel (2002). For example, studies such as that of Harris (2002), SACE (2002), and Roffey (2004) indicate that commitment to student learning is the key determinant of teacher professionalism. Hind and Palmer (2007) noted that alongside developing positive learning environment, it is important for a good PE teacher to adopt a range of teaching styles. In addition, Capel (2002) insists that assessment in PE lies at the heart of effective teaching and learning. Therefore, it is the responsibility of teachers to ensure that the forms of assessment used are appropriate to the level of the learner.

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

**PE Teachers' Compliance with the PCEC in the Dimension of Responsibility.** Results of the responses of PE students on PE teachers' compliance with the PCEC in the dimension of responsibility are presented in Table 2.

**Table 2. Descriptive Data on PE Teachers' Compliance with PCEC in Responsibility**

<b>Items on PCEC in the dimension of responsibility: PE teachers</b>	<b>M</b>	<b>SD</b>
PE teachers develop and praise proper behavior of the students.	4.32	.78
PE teachers place value to student health and safety.	4.00	1.11
PE teachers see PE lessons as inseparable and complementary part of general education.	4.31	.85
PE teachers observe general rules and terms of employment as set by the state.	4.07	.94
PE teachers strive to establish and maintain supportive school community partnership.	3.80	1.23
PE teachers place high value in developing student to his/her full potentials.	3.87	1.19
PE teachers try continuously to improve their standard of work and ability.	3.90	1.01
<b>Total</b>	<b>4.04</b>	<b>.65</b>

The findings in Table 2 reveal that PE teachers in Tanzania have high level of compliance in the dimension of responsibility. The results have revealed that PE teachers were committed to student learning in the codes requiring them to develop and praise proper behavior of the students, to place more value to health and safety of students and to develop students to their full potentials. Additionally, PE teachers complied with the code that requires them to observe general rules and terms of employment as set by the state in their relationship with their employer. As for the relationship with their community, PE teachers complied with the code requiring them to strive to establish and maintain supportive school-community partnership.

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

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

**Table 3. Descriptive data on PETS' Compliance with PCEC in Care and Respect**

Items on PCEC in the dimension of care and respect	M	SD
PE teachers normally consider student's interest in the choice of sporting activity	3.55	1.36
PE teachers are not involved in giving humiliating speeches during training/lesson	3.94	1.11
PE teachers are not involved in inciting violence against the opposing school.	4.12	1.07
PE teachers recognize and respect the rights of students.	3.98	1.04
PE teachers strive to protect students' rights to privacy and confidentiality.	3.93	1.01
PE teachers recognize and respect parents' cultural background and socio-economic diversity	3.59	2.30
PE teachers recognize and respect diversity and inclusiveness among students.	3.96	1.02
PE teachers place high value on choices that affect students' opportunity to learn	3.48	1.25
PE teachers provide opportunities for development of student's self worth and pride.	3.82	1.10
PE teachers show concern and care for the injured and disabled students.	3.99	1.07
<b>Total</b>	<b>3.84</b>	<b>.69</b>

As for care and respect, Table 3 reveals that students felt generally that their PE teachers complied at moderate level. Of all the items measuring care and respect, it was only one code related to not involving in inciting violence against the opposing school that was ranked as high compliance. Students' moderate ranking could have been contributed by lack of effective implementation of PE and sport programs in schools and colleges hence giving them little opportunity to learn. Respect is a basic requirement for nurturing friendship, teamwork, and for the synergy it promotes and sustains. Respect involves recognizing and accepting the existence of other persons as human beings, respecting others' ideas, words and actions and showing goodwill on others, loving them and allowing them to grow (Naagarazan, 2006). Noddings (2001) asserts that caring teachers listen to students, respect their legitimate interests and share their wisdom with their students. He further emphasizes that the cared for must recognize the care given in order for the relationship to be considered a caring one. Hansen (2001) describing the caring perspective as one of the five virtues of teachers, he emphasized on the need for truth in their interaction, demonstration of courage in inducing learners to learn, showing high levels of concern and fairness in the process of developing students morally and intellectually. Mahony (2009) contends that teachers as professionals are expected to uphold a duty of care, acting in the best interests of their students. This study has revealed that PE teachers comply at moderate level in the dimension of care and respect. In situations where PE and sport programs are not effectively implemented in schools and colleges, it becomes difficult for students to evaluate whether really their PE teachers care for them. Moreover, the curriculum orientation in Tanzania gives little room for students to choose the sporting activity of their interest. It is the teachers who are supposed to plan what students should learn or not. Such practice can lead students to think that they are not cared for. Perhaps this calls for the need for the Ministry of Education and School/college administrators to effectively implement PE and sport in schools and college.

**PE Teachers' Compliance with the PCEC in the Dimension of Integrity and Honesty.** Table 4 shows that generally all respondents reported that PE teachers had high level of compliance with PCEC in the dimension of integrity and honesty ( $M = 4.09$ ,  $SD = .57$ ).

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

Items on PCEC in the dimension of integrity and honesty	M	SD
PE teachers are sensitive not to allow test, measurements or training which could harm the student's health	4.13	.93
PE teachers do not involve in any illegal activities such as corruption, drug abuse, and sex with students.	3.80	1.15
PE teachers treat everyone equally regardless of gender, religion, political affiliation, or ability.	4.25	.94
PE teachers promote positive aspects of PE and sport like sportsmanship, fair play, team cohesion and spirit.	4.33	.76
PE teachers avoid statements that are untrue or misleading.	4.24	.83
PE teachers communicate and cooperate with students' parents/guardians	3.32	1.25
PE teachers Perform their duties diligently and in a disciplined manner.	4.09	.92
PE teachers encourage students to be disciplined and honest.	4.44	.69

PE teachers treat students and teachers within and outside the school/college community with respect.	4.20	.82
<b>Total</b>	<b>4.09</b>	<b>.57</b>

Regarding integrity and honesty, the findings have indicated that respondents had the common perception concerning with the behaviors which make one to be trustful and honesty. Results from respondents indicated that PE teachers fulfilled these social functions. Respondents believed that PE teachers were fair in assessing students during examinations and training, treated all students equally and promoted positive aspects of PE and sports. Moreover, students felt that PE teachers were trustful, diligent, well-disciplined and they encouraged students to emulate their examples in being disciplined and honest. However, students thought that PE teachers complied at moderate levels in the codes related to involvement in illegal activities and communication and cooperation with parents. Moderate compliance in the codes related to communication and cooperation with parents could be explained by lack of sporting activities between the schools/colleges and communities in Tanzania. But, moderate compliance in the codes related to involvement in illegal activities needs explanation. One reason might be the view that some teachers may be involved in illegal activities such as sexual relationships with students. However, further studies need to be done to determine the kinds of illegal activities that teachers are engaged.

#### **Students' Perceptions on PE Teachers' Compliance with the Professional Code of Ethics and Conduct (PCEC) across Demographic Variables**

The research objective was intended to find out the relationship between demographic variables and students' perception on PE teachers' compliance with the PCEC in Tanzania. It was hypothesized that there would be no significant differences in students' perceptions on the extent of PE teachers' compliance with the PCEC in relation to their demographic characteristics. The hypothesis was further split into two sub-hypotheses that captured students' demographic variables of education level and gender. The analysis of the results was based on t-test and analysis of variance. Independent t-test was used to determine whether there were significant differences between two means derived from the samples or groups at a specified probability level (Mugenda & Mugenda, 2003; Jackson, 2009). Independent t-test was used to test whether there was significance difference between dependent variable (compliance level with the PCEC) and the independent variables of gender. ANOVA was used to test significance differences between the effects of independent variables of educational level on the dependent variable of compliance with the PCEC.

#### **Students' Educational Level and their Perception on PE Teachers' PCEC Compliance**

The analysis for level of education, as shown in Table 5, shows mean differences in the perception of students on PE teachers' compliance with the PCEC.

**Table 5. Students' Perceptions on PE Teachers' PCEC Compliance aligned to Education Level**

Level of Education	n	M	SD
Form one -two	70	3.90	.38
Form three-four	42	3.71	.44
Form five-six	7	2.79	.29



Certificate	268	4.02	.50
Diploma	333	4.08	.58
Total	720	4.01	.54

Table 5 shows that students in ordinary level (form one to four) perceived that PE teachers complied with the PCEC at moderate level where as students in advanced level (form five and six) perceived that PE teachers complied with the PCEC at low level. In contrast, students of certificate and diploma in education had the opinion that PE teachers complied with the PCEC at high level. These mean differences imply that students' perception of PE teachers' compliance with the PCEC differed in relation to their levels of education. To determine whether the mean differences were significant or not, a one-way ANOVA was computed. Results are shown in Table 6.

**Table 6. One-way ANOVA Statistical Significance Difference between Means of Students' Perceptions on PE Teachers' PCEC Compliance aligned to Education Level**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.446	4	4.112	14.915	.000
Within Groups	197.105	715	.276		
Total	213.552	719			

\*  $p < .05$

Results in Table 6 show that there were significant differences [(F (2, 715) = 14.915,  $p < .001$ )]. Therefore, the null hypothesis that there would be no significant difference in the perception of students on their PE teachers' compliance with PCEC on the basis of their educational level was rejected. Significant differences were observed in which certificate and diploma students differed significantly with the other three levels of education. While certificate and diploma students perceived PE teachers complied with the PCEC at high levels, O' level students (form one to four) perceived they complied at moderate levels and advanced level (form five and six) perceived they complied at low level.

The results indicate that advanced level (form five –six) students differed significantly with other students. They were the only group that perceived PE teachers to comply with PCEC at low level. This might have been caused by the negative experiences they had with PE as they were not majoring PE in their subject combination and lack of effective PE programs in schools could have contributed negative evaluation of PE teachers.

**Students' Gender and their Perception on PE Teachers' PCEC Compliance.** The analysis for gender on students' perception on PE teachers' compliance with the PCEC is presented in Table 7.

**Table 7. Means, Standard Deviations and t-Test for Students' Perceptions on PE Teachers' PCEC Compliance aligned to Gender**

Gender	n	M	SD	df	t	p-Value
Male	419	4.00	.56	718	-.159	.874
Female	301	4.01	.52			

Total	720	4.00	.54
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\*  $p < .05$

Table 7 indicates that the mean difference in the perception of students on PE teachers' compliance with the PCEC between male and female students was very minimal. To determine whether the observed difference was not significant, an independent t-test was computed. Results showed that there was no significant difference [ $t(718) = -.159, p = .874$ ] in students' perception on PE teachers' compliance with the PCEC between male students ( $M = 4.00, SD = .56$ ) and female students ( $M = 4.01, SD = .52$ ). Therefore, the hypothesis that there would be no significant difference in the perception of students on their PE teachers' compliance with PCEC on the basis of their gender was not rejected.

These findings suggest that both male and female students perceived their PE teachers as having the same level of compliance with the PCEC. The results are in contrast with those of Mooij (2010) who conducted a study on disciplinary behavior among secondary school teachers and found that secondary school female students ranked their teachers higher than male students on the disciplinary items that expressed social partnerships or collaboration between teachers.

#### **Students' Perceptions on PE Teachers' PCEC Compliance across Institutional Variables**

Another research objective was intended to find out the relationship between institutional variables and students' perception on PE teachers' compliance with the PCEC in Tanzania. It was hypothesized that there would be no significant differences in students' perception on the extent of PE teachers' compliance with the PCEC in relation to their institutional characteristics. The hypothesis was further split into three sub-hypotheses that captured students' institutional variables of location, ownership, and type. The findings were analyzed based on t-test and analysis of variance.

#### **Students' Institutional Location and their Perception on PE Teachers' PCEC Compliance.**

It was hypothesized that there would be no significant difference in students' perception on the extent of PE teachers' compliance with the PCEC across institutional location. Findings are presented in Table 8.

**Table 8. Means, Standard Deviations and Independent t-Test for Students' Perception on PE Teachers' PCEC Compliance aligned to Institutional Location**

Location	n	Mean	SD	Df	T	p-Value
Urban	529	4.05	.55	718	3.541	.000
Rural	191	3.89	.53			
Total	720	4.01	.54			

\*  $p < .05$

Table 8 indicates that urban students perceived their PE teachers complied with the PCEC at high level ( $M = 4.05, SD = .55$ ) where as rural students perceived their PE teachers complied at moderate level ( $M = 3.89, SD = .53$ ). To determine whether the mean difference was significant or not, a t-test was computed. Results revealed that there was significant difference [ $t(718) = 3.541, p = .000$ ] in students' perception on PE teachers' compliance with the PCEC between urban students ( $M = 4.05, SD = .55$ ) and rural students ( $M = 3.89, SD = .53$ ). Therefore, the

hypothesis that there would be no significant difference in the perception of students on the extent of PE teachers' compliance with PCEC on the basis of their location was rejected. The perception of students about PE teachers' compliance level between students whose institutions were located in urban areas differed significantly with that of students whose institutions were located in rural areas: Students in urban institutions reported high compliance whilst students 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 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 students perception of their teachers in rural areas to be negative.

#### **Students' Institutional Ownership and Perception on PE Teachers' PCEC Compliance.**

The hypothesis stated that there would be no significant difference in students' perception on the extent of PE teachers' compliance with the PCEC across institutional ownership. Descriptive results are presented in Table 9.

**Table 9. Means and Standard Deviations for Students' Perception on PE Teachers' PCEC Compliance aligned to Institutional Ownership**

Ownership	N	Means	SD
Government	637	4.02	.56
Private	14	3.60	.83
Military	42	3.75	.09
Religious	27	4.27	.15
Total	720	4.01	.54

Results in Table 9 show that there were marked differences among the four different categories of school ownership. Out of the four groups of ownership, students in religious ( $M = 4.27$ ,  $SD = .15$ ) and Government ( $M = 4.02$ ,  $SD = .56$ ) institutions reported high compliance of PE teachers on the PCEC. Students in the military ( $M = 3.75$ ,  $SD = .09$ ) and private ( $3.60$ ,  $SD = .83$ ) 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 10.

**Table 10. One-way ANOVA Statistical Significance Difference between Means of Students' Perceptions on PE Teachers' PCEC Compliance aligned to Institutional Ownership**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.953	3	2.318	8.032	.000
Within Groups	206.599	716	.289		
Total	213.552	719			

\*  $p < .05$

The findings in Table 10 show that students' perception on PE teachers' compliance with the PCEC differed significantly across the four groups of institutional ownership [ $F(3, 716) = 8.032$ ,  $p = .000$ ]. Based on the above findings, therefore, the null hypothesis that there would be no significant difference in students' perception on PE teachers' compliance with the PCEC across institutional ownership was rejected.

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

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

### **Students' Institutional Type and their Perception on PE Teachers' PCEC Compliance.**

The hypothesis stated that would be no significant difference in students' perception on the extent of PE teachers' compliance with the PCEC across institutional type. Table 11 presents the analysis for type of institution as independent variable.

**Table 11. Means, Standard Deviations and Independent t-Test for Students' Perception on PE Teachers' PCEC Compliance by Type of Institution**

Type of Institution	Means	SD	Df	t	p-Value
Secondary school	3.77	.47	718	-5.275	.000
Teachers' college	4.05	.55			
Total	4.01	.51			

\*  $p < .05$

As mean scores indicate, students in teachers' colleges had higher mean score than students in secondary schools. This difference was statistically significant. Therefore, the hypothesis that there would be no significant difference in students' perception on the extent of PE teachers' compliance with the PCEC across institutional type was rejected. These findings suggest that students in teachers' colleges perceived their PE teachers complied more with the PCEC than those in secondary schools.

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

### **Conclusions and Recommendations**

The findings of the current study have indicated that students in Tanzania perceive their PE teachers comply with the PCEC at high levels. However, students' perceptions differ depending on their level of education, institutional location, ownership and type. The results call for

improvement and sustenance of PE programs in schools and colleges. Additionally, there is a need to emphasize the training of teachers in the codes and the teaching of moral education in secondary schools. Furthermore, there is a need to improve student-teacher cooperation and school-community partnerships through sports. Further study should be conducted to determine unethical behavior in teacher-student relationships in the context of school sport.

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