

Unbundling the nexus of sport cheating: Leveraging on the philosophy of Hunhuism/Ubuntuism.

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Abstract: The study was carried out with a conviction to trace and unearth the scourge of sports cheating that has denigrated the sport enthusiasm in all nations. An interpretivist philosophy was employed to gather the exact causes of sport cheating. It was found that the desire to gain economically and socially, the behavior of coaches and sports administrators of being win-centered were the chief fueling factors for sport cheating in schools. The study concluded that the hunhuism as the bedrock philosophy is not in the school syllabi, hence leaving a gap for sport immorality to thrive. A general belief among sport participants is premised on the idea 'if you don't cheat, you won't win. The study recommends that parents must be the vanguards of teaching morality at home. The Ministry of Education must stress the teaching of Hunhuism in schools.

Key words: Hunhuism, morality, cheating, doping, sportsmanship.

Introduction

From the Zimbabwean African sense, hunhu/ubuntu characterises a perfect person. Cheating in sport is a common practice that has robbed sport competition of its glamour. Cheating is a practice that defies the expectations of a true person from an African perspective. Cheating in sport has found a safe haven in schools, clubs, and the government. Schools, clubs, and communities are agents of socialization (Andrews 1984 in Gwarinda, 2014). What it means is that each agent of socialization should fulfill its purpose for it to be a functional entity. The purpose of a thing according to Plutonian philosophy of ethics is seen by its fulfillment of its functions. For instance, the purpose of a knife is to cut, if it fails to cut, it is no longer seen as a knife. Therefore, schools, clubs, and communities must declare their purposes by socialising their graduates into morally upright citizens. If the agents of education and development were doing their proper functions effectively, why immorality is a common practice in modern society and sporting fraternity?

The proliferation of cases of cheating in sport is a worldwide concern. Sport researchers like Vallerand, Deshaies, Curerrier, Briere, and Pelletier (2008), and Shields and Bredemeier (2009) concur that if cheating practice is left unattended to, without effort to eradicate it, the sporting fraternity would lose dignity and would fail to develop for the benefit of sport industry.

Failure to instill moral values into young generation, that is, to the school-going age groups is as good as defying the African philosophy known as Hunhuism/Ubuntuism. However, fostering social responsibility and building character are important duties of Physical Education and Sport syllabus, since participating in sporting exercises and school sporting competitions have the potential to advance moral reasoning skills, foster pro-social behavior, and improves sportsmanship, (Naylor and Yeager, 2013). Therefore, schools have a special opportunity to lead the way toward a focus in improving social behavior. Sabock (1985) cited

in Pennington (2017) concurs that the arena of sport can provide one of the greatest opportunities for a student to learn honesty, integrity, and ethical behavior ----or it can provide one of the greatest opportunities in school for a youngster to learn how to be honest or how to be hypocritical.

It, therefore, suffices to say schools should be entities of positive socialization, and sport participation is a fertile ground for breeding either a pro-social human being or an anti-social someone. The Nziramasanga Commission (1999) urged Hunhuism/Ubuntuism to be the bedrock philosophy for Zimbabwean education. This African sense, that is, Hunhu/Ubuntu becomes important and a cutting-across traditional concept to all school subjects. Hunhuism/Ubuntuism should permeate into educational development of a child, (Chemhuru and Makuvaza (2014).

Cheating in sporting competition has reached an appalling level with schools involved in the following cheating cases as postulated by Kurtus (2007):

- Hiring out-of-school players.
- Using performance-enhancing drugs.
- Dubious officiating.
- Age-cheating

It is imperative to find the prevailing causes of practicing such immoral practices and who are the perpetrators of such anti-hunhu activities.

Statement of the problem

It is unfortunate that cheating in sport is proliferating, disadvantaging school children of correct age groups to show-case their sporting talents during competitions due to age-cheating by other competitors. The upward trajectory of cheating cases is an evidence of failure by school authorities to control immorality in sport. The perpetrators are not clearly known and their motive is not documented empirically.

Research questions

1. What is cheating in sporting competition?
2. Who are the perpetrators of cheating in sport at school-level competitions?
3. What is the motive behind cheating in sport at school competitions?

Research Objectives

1. To explain the concept of cheating in sport.
2. To identify the perpetrators of cheating practices in schools' sport competitions.
3. To find out the reasons behind cheating in sport at school competitions.

Significance of the study

Heads of schools who consist of National Association of Primary and Secondary Heads will use this study as a referencing point when fighting cheating in sporting competitions since they are the administrators and managers of schools. Players will enjoy fair-play during their participation in school sporting events once heads of school are informed of the motives of the perpetrators of cheating in school sporting competitions.

Delimitations

The study was focusing on clarifying what sport cheating is and who are the perpetrators' motive behind cheating in sporting competitions. Heads of school, coaches, and school teams in a cluster of secondary and primary schools which consisted of Marondera High, Cherutombo, Rakodzi, Tennary, Ru ware, Tapfuma, Nyameni, Robert Mugabe, Godfrey Huggins in Marondera urban were included in the study.

Limitations

I experienced reticence and suspicion from the information-rich participants who feared to be implicated in cheating offenses. However, after making a clear and convincing explanation to the participants, the majority of the participants agreed to give truthful data.

Ethical and Legal considerations

Consent letters from the responsible Ministry of Primary and Secondary Education were obtained that gave me permission to visit schools and carry out this study.

Review of Related Literature**Introduction**

This part of the study focuses on finding, analysing and comparing other authorities' views, points, and insights on the phenomenon known as 'cheating in sport'. I was concerned with explaining the conceptual framework and the theoretical framework. Empirical studies section made references to several authorities.

Conceptual framework

It was important to explain the phenomenon known as 'cheating'. Tosam (2015) defines cheating as a descriptive practice. It is to trick, deceive, swindle, or simply violating the rules of a game. In sport, we trick or deceive in order to gain undue advantage over other competitors. Common cheating cases in schools include age-

cheating, hiring of out-of-school players, taking performance-enhancing drugs, pretending to be badly fouled, dubious officiating, and match-fixing.

Philosophical Framework

The biblical writing: From Proverbs 22:1 it says: "A good name is more desirable than great wealth; It is better to be respected than silver and gold." Analysis of this saying has a symbiotic value as the philosophy that underpins this study which is the African bedrock philosophy of good moral aptitude known as Hunhuism/Ubuntuism. Studies have shown that both cheating and corruption involve the deliberate use of dishonest means for self-interest (Allen 2002, Tosam 2015). In Zimbabwe, the word 'ubuntu' originates from Tonga clan, which means "I am because of others". To be human is to affirm one's own humanity by recognizing the humanity of others in an endless variety of content and forms. Indeed, as Louw 1998) cited by Chemhuru and Makuvaza (2014) argues that ubuntu enjoins us to have respect for particularity, individuality, and historically. What it means is that an acceptable person in society is one who respects himself/herself, and others' existence in every activity in life. The person must uphold human identity as an African, (Rukuni 2009).

This African philosophy finds its place in today's sporting practices. Once players uphold respect, friendliness, and fair play during sporting competitions, that defines Hunhuism/Ubuntuism. These human values substantiate the fact that sport builds character and peace as postulated by Wertz (1981). An acceptable sport personality is believed to display sportsmanship.

Cheating in sport

A main concept that gives foundation and direction to this study is 'Cheating in sport'. This is viewed in this study as an act of dishonesty on the part of competitors (players, coaches, Heads of schools, and sport officials). Cheating in sport refers to a practice of gaining an unfair advantage by a competitor through disregarding rules and regulations of the competition. Wertz (1981) views cheating as breaking the rules. It, therefore, becomes clearer that once one breaks rules of the game, it is viewed as cheating in sport, but the idea by Wertz (1981) is not specifying whether one does that unknowingly or deliberately, who then qualifies to be doing cheating in sport between one who breaks the rules of the game unintentionally and that one who breaks the rules of the game intentionally? In this study, cheating in sport is an immoral practice that involves age-cheating, falsifying identity, match-fixing, blood-doping, hiring out-of-school players, and dubious officiating (Wertz 1981). Cheating in sport is an immoral problem in schools' sports competitions, it is devoid of the tenets of Olympism and hunhu/ubuntu.

The word 'cheating' defies hunhu/ubuntu, which means more than the biological being, as implored by Samkange and Samkange (1980; 89 in Sibanda 2014), who said: "--- hunhu/ubuntu refers to the attention one human being gives to another: the kindness, courtesy, consideration, and friendliness in the relationship between the people, a code of behavior, an attitude to others and to life----". These values are imperative behavior that every

sportsperson, a coach, a trainer, a player, or a Head of school, should possess and show during any sporting competition. It is true that hunhu/ubuntu from an African perspective has nothing to do with skin color. Mbiti, (1990) supports this African view by saying that, even a white man can be described as *much*, once he or she displays acceptable moral characteristics, despite his/her race. This means Hunhuism/Ubuntuism is a descriptive word given to anyone of good character of a person at any place, any time in life. In sporting activities, if one upholds sportsmanship behavior, he/she does not fall short of getting this hunhu/ubuntu adjective.

Teams that practice any cheating case during National Association of Secondary Heads competitions and other games defy hunhu/ubuntu, that is why this study was being guided by the theory of Hunhuism/Ubuntuism in pursuit of morality in sport fraternity. What makes this study important is that there are several examples of cheating cases in sport that abound on both electronic and written media involving punished and unpunished practices. The motives for committing cheating in sport are not specifically clear, as they are quite general.

There are some misconceptions that arise on what constitutes cheating in sport, and that need clarification. Martin et al (2010) citing Vallerand (2007), assert that cheating in sport falls under

Perpetrators of Cheating in sport

The perpetrators of cheating in sport are win-centered, determined to win, and eager to satisfy their winning expectations. They are not athlete-centered, meaning that they are not concerned with character building, and the health aftermaths of the players as part of the community who should uphold the moral ethics of that society. Sport psychologists, like Shields and Bredemeier (2009), say that being win-centered is the behavior of coaches who encourage players to do anything possible in order to win a game.

Table 1: Access of sportsmen and women to doping substances

Sources of accessibility of doping substances	Male		Female		Total	
	N	%	N	%	N	%
Other Athletes	18	11.3	10	6.3	28	8.7
The Coach	82	51.3	33	20.6	115	35.95
Community Markets	22	13.8	103	64.4	125	39.06
	14	8.8	3	1.9	17	5.31
The team physicians	15	9.4	4	2.5	19	5.94
The chemists	3	1.9	2	1.3	5	1.56
Mobile drug agents	4	2.5	3	1.9	7	2.19
Motor vehicles parks	2	1.3	2	1.3	4	1.25
Other team officials						

Adopted from Akindutire and Olanipekun's (2018) study in Ekiti state of Nigeria.

Table 1 indicates that coaches are the major source of procuring doping substances followed by community markets. I assumed that the market in rural areas includes some communities where marijuana, alcohol, and the most recent ‘ganja cakes’ are

‘dishonorable behavior’. They believed that these behaviors are classified into professional fouls and gamesmanship. Gamesmanship as defined by Ntoumanis and Standage (2008) is a British term used to describe a particular category of sport immoral actions in sport by players. Although they do not violate the rules of the games, they go against the spirit of the competition, primarily trying to psychologically disturb the opponents.

Green (2004), cited by Kirkwood (2012) argues that while cheating involves rule-breaking, not all rule-breaking is cheating. To substantiate the argument, he offered four elements that must be met to judge whether cheating has occurred or not:

- i) The rule must be fair to all competitors and fairly enforced by sport authorities.
- ii) Rule-breaking must take place in a cooperative, rule-governed activity.
- iii) The rule-breaker must intent to break rules.
- iv) The rule-breaker must intend to gain an advantage.

The above schools of thought have clearly shown that cheating in sport is viewed differently, therefore, clarity is needed as to what is called real cheating in sport.

Asuni and Pela (1986), Denis, Adjei, Asare, and Twene (2003), and Chukwujekwu (2017) concur in their studies carried out in Africa that competitors in sport competitions use performance-enhancing substances in sport participation. For instance, Akindutire and Olanipekun (2018) carried out a study to find sources of drugs to male and female sport participants. They established the following sources and the prevalence rates:

processed, (wwwroyalqueenseeds.com). Literature on ‘ganja cakes’ was obtained as first-hand information by the researcher in Zimbabwe. A discussion revealed that those drug cakes are sold to school children at school gates or at sport venues by drug vendors from the community.

What is interesting is that, Akindutire and Olanipekun (2018) have confirmed on that Table 1 that other athletes supply those performance-enhancing substances to the rest of the team. Team physicians connive with chemists in encouraging players to use drugs so as to excel in sport performance. Data shown in table 1 indicate that many people are involved in encouraging participants to use drugs in sport. This is a testimony of the wider and deeper extent to sport immorality is today.

Unfortunately, their study did not specify names of performance-enhancing drugs identified as commonly used by the participants.

2.5.1 Motives/Reasons behind cheating in sport at school level

A plethora of explanations have been given by several authorities, like Nicholls (1989), Gross, (2009)), Shields and Bredemeier (2009) to mention a few on motives in cheating in sport. Motives refer to the reasons that influence an action to take place. It may mean the intention to do something. In this current study, the researcher refers to conditions and brains behind encouraging cheating in sport to take place among sport competitors. Nicholls (1989) identifies reasons like economic gains, the rewards for being a successful elite athlete. This motivation to enjoy economic rewards persuades athletes to earn a living like sports celebrities in the making of footballer, Diego Maradona of Argentina, Usain Bolt of Jamaica, Lionel Messi of Barcelona, Kenyan athletes, tennis icon Sharapov of Russia, the Cara Black tennis players and others who have led lavish lifestyles through sport and were heroes and heroines as they were not convicted of cheating in any court, but some were alleged cheats, (<https://www.givemesport.com>). The theories of motivation, for instance, the need to attain self-esteem and self-actualization (Maslow, 1954 in Gross, 2009) are an effective fueling motive to both coaches and athletes. School children have been watching sport celebrities, the likes of Diego Costa (Chelsea FC), Messi and Neymar (Barcelona FC), to mention a few, who earn over 200,000 British pounds per week each (<https://chelseafclatestnews.com>). Their salaries are an enticing 'carrot' that persuade children to anxiously want to reach that level through any means. Self-esteem and self-actualization is envied by our school children today, includes the honor and respect a football or best track runner is given by the school, community, and peers.

The motivation to live a better economic lifestyle by any sport competitor like anyone else in this world is singled out by many authorities as a major factor (Reddiford 1998). I also subscribe to this assertion, adding that underdeveloped countries like Zimbabwe are prone to temptations of accepting immoral practices due to the level of poverty in the countries.

Another school of thought that explains motives to cheating in sport is that the perpetrators are win-centered, determined to win, and satisfy some expectations. They are not athlete-centered, meaning that they are not concerned with character building, and the health effects to the players as part of the community who should uphold the moral ethics of that society. Sport psychologists like Shields and Bredemeier (2009), say that being win-centered is

a bad attitude of those coaches who encourage players to do anything possible in order to win a game.

The truth that prevails among our schools is that authorities expect the school team to win trophies, yet very little investment has been done to the players and their coaches in terms of adequate time to train, enough financial injections to purchase sport equipment, and necessary nutritional needs of the player's pre-competitions. The coach, being a teacher at the school, waiting to be appraised upwards during the Result Based Performance exercise, has no option, but to employ any winning means for his/her team than to face demotion or no promotion. That scenario is all about an economic issue which motivates every competitor to be determined to win at all costs since one is driven by some expectations of benefits immediately and afterward.

Research Methodology

The study was based on the interpretivist philosophy which is the paradigm that informed the qualitative methodology adopted by the researcher. Consistent with this methodology, the case study design or method was used to accomplish this study. The participants were active sport stakeholders in Marondera Urban District of Mashonaland East Province in Zimbabwe, from which a sample was drawn up after data saturation. The information-rich participants were purposively selected because they had the right information needed for this study to answer stated study question. Data generation instruments used in this study included interviews, open-ended questionnaires, and documentary analysis. The research upholds values of trustworthiness, conformability, credibility, transferability, and dependability; these were later explained in the study. It was important that issues of ethical and legal procedures were considered in this study.

Fundamentals of Research methodology

It is imperative to highlight the difference between methodology and methods in a research. Methodology is the justification for using a particular research method, whereas, method is simply a research tool, for example, a qualitative method such as interviews, focus group discussion, and documentary analysis (Glesne 2016). Research methodology is generally used to refer to the science that deals with the principles and methods of procedure in research.

This study is premised on interpretive phenomenological philosophy, which is derived from the phenomenological method of inquiry-based on the premise that knowledge and reality consist of objects and tenets as it is perceived or understood in human consciousness, not independently of human consciousness (Zhavi 2005). Phenomenology is basically a philosophical orientation that aims to describe an experience as it is actually lived by the person or group of individuals in a well-defined social context (Laverty 2013). Therefore, sport stakeholders like coaches, heads of schools, players and others, were the rightful participants whose experiences in sporting competitions were vital. This research is underpinned by the interpretive phenomenological philosophy, aims at gaining a deeper understanding of the meaning of sports people's everyday realities as well as directing the understanding

of cheating in a sport which is consciously experienced by sportspeople themselves.

Research Method

The concept of 'research method' is a key aspect in qualitative study; and is often referred to as 'research design' in qualitative research (Kothari, 2009).

Maree, (2007) views a research design as a grand plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to will be used and data analysis will be performed. Saunders et al (2009) concur by pointing out that a research design is an overall plan for undertaking research. For Taylor, (2000) research designs are constructed plans and strategies that are developed to seek and discover answers to research questions. Therefore, I concentrated on purposively chosen sport participants with an 'eye' on dimensions that were relevant. This advantage is also echoed in Flick (2010: 134). Therefore, this study adopted a case study as the design deemed most appropriate. The case was a cluster of both primary and secondary schools in Marondera Urban District. The schools involved in the case study fell under one sport administration, which is the National Association of Primary and Secondary Heads.

Justification for the use of the Case Study Method.

The case study method provided me with an in-depth study of a particular district, that is, Marondera Urban District's behavior in sport. The studied participants were in their natural setting, their opinions, views, beliefs, and suggestions were transcribed and diarized and I came up with aspects of commonalities and differences. The phenomenological nature of this study persuaded me to employ the case study method as I sought diverse experiences from coaches, Heads of schools in the NASH/NAPH composition, and free explanations, opinions, and views of the competitors.

Research Population

The current study's target participants consisted of Education Inspectors, Heads of secondary schools, P.E teachers, sponsors, football players, athletics competitors, soccer coaches and those once-convicted-sport cheats. I was convinced that these were the rightful persons involved in sport activities at school level.

Purposive Sampling Technique

This is one of the unscientific sampling techniques whose sample is one that is selected based on the knowledge of the participants and purpose of the study. Patton, (2002) in Flick (2010) advises researchers that purposive sampling is among the best in case studies in the selection of critical cases as you aim at those cases in which the relations to be studied become especially clear, for example, in the opinion of experts in the field. In this phenomenon of cheating in sport, school Heads, coaches, and Physical Education Teachers, players, school Inspectors, have knowledge and experience about how and why cheating matrix was done by school teams, hence were taken as indispensable participants in this study.

Data Generation instruments and procedures

I was the key instrument in the process of generating the data. I generated the data without using research assistants, so that I guarded against false interpretation of feelings, rhetoric expressions and I could read meaning from other necessary body languages from participants.

Interviews

Another data generation strategy was the interview. I was aware of types of interviews. This study used open-ended interviews similarly known as unstandardized questions by Silverman (2010) and David and Sutton (2011). The interviews were conducted to players and coaches.

Documentary Analysis

As postulated by Maree (2007), in Tichapondwa (2013), documentary analysis focuses on all types of written communication that may shed light on the phenomenon that one is investigating. These documents included published and unpublished documents in sport files from School Sports Directors, reports from National Association of Secondary Heads (NASH) on sport competitions, administrative documents, or any document that was connected to the investigation. Primary sources refer to any unpublished data I gathered from the participants during several interactions with participants who actually witnessed the cheating practices taking place, while secondary sources included data that I collected from textbooks and published articles from newspapers.

Questionnaires

Open-ended questionnaires were issued to the school heads and coaches. These information-rich participants had the liberty to express their views on questionnaires, since the instrument gave them that leeway.

Discussion of Results

Theme 1: Cheating in sport

It emerged that cheating is tricking, deceiving, and breaking the rules of the game with the intention of taking advantage to win. The argument was cleared that those competitors who break game rules unintentionally are not cheats, but those who break game rules intentionally to enjoy advantages in performance are real cheats.

Cheating cases involve age-cheating, match-fixing, hiring of those players who are out of school, and deceiving. Blood-doping was found to be very minimal among school children in Zimbabwe.

Theme 2: Perpetrators of sports cheating in schools

The study established that coaches are teachers in schools constitute the highest number of perpetrators of cheating practices. Heads of schools occupy the second rung on the ladder of cheating, while players (school children) are on the third rung. It emerged that parents are not always aware of the cheating practice that involve their children, but in the event of being aware, they do not query against the practice because they do not have the knowledge of the bad effects of cheating behavior.

Theme 3: Motives behind cheating in sports

Moral decadence has deepened to an unprecedented level in schools. The philosophy of Hunhuism/Ubuntuism is not in the school syllabus as yet, no matter there is surmountable encouragement from the Nziramasanga Commission of 1999. Notably, the desire to win in sporting competitions was identified as the major reason to cheat. Competitors are obsessed by gaining both economic and social rewards.

Conclusion

There is a strong belief among all competitors that if you do not cheat you do not win. Cheating is against sportsmanship, but the proliferation of cheating practices among all schools persuades competitors to employ several tactics of cheating as retaliation. Hunhuism/Ubuntuism is not taught as a concept so as to instill sport morality among school children. Teachers and heads of schools are the perpetrators of cheating in sporting games for schools. There are both extrinsic and intrinsic values gained from cheating which are enjoyed by school competitors and that were the major reasons for competitors to cheat.

Recommendations

I recommend:

- Parents should be at the forefront in educating their children to uphold sports morality.
- The Ministry of Primary and Secondary Education to enforce the inclusion of moral values in the Physical Education, Sport, and Mass Displays syllabus.
- National Association of School Heads must be empowered by a Statutory Instrument to sue any teacher implicated in cheating practice during school sporting competitions.
- Sports and Recreation Commission, through its Provincial officers, should hold workshops that focus on instilling the tenets of Hunhuism/Ubuntuism among sports stakeholders.
- National Association of School Heads should recognise participation in sport competitions as a most important practice than winning in a competition only.

General implications of the study

Once the reasons for cheating in sport are known it would be easy for all sport administrators in schools and sport clubs to focus on specific reasons and address them. Furthermore, it would be important to dispel the notion that one cannot win without cheating. This study could be an eye-opener to the general sport stakeholders and educationists in the need to instill the philosophy of hunhuism/ubuntuism in sport.

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