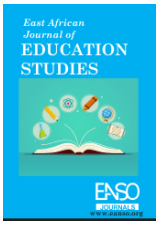


East African Journal of Education Studies
eajes.eanso.org
Volume 6, Issue 2, 2023
Print ISSN: 2707-3939 | Online ISSN: 2707-3947
Title DOI: https://doi.org/10.37284/2707-3947

EAST AFRICAN NATURE & SCIENCE ORGANIZATION

Original Article

The Disposition to Cheating in Sport Questionnaire (CDED-KE) Adaptation in Kenyan University Students

Dr. Gabriella Hideg, PhD[1*]

[1] University of Pecs, Pécs, 48-as tér 1, 7622 Hungary.
[*] Author for Correspondence ORCID ID: https://orcid.org/0000-0002-2916-1145; Email: gabriella.hideg@etk.pte.hu

Article DOI: https://doi.org/10.37284/eajes.6.2.1380

Date Published:

22 August 2023

Keywords:

Disposition to Cheating in Sport Questionnaire (CDED-KE), Cheating, Gamesmanship, Fair Play, Kenya.

ABSTRACT

This study contains partial results of a larger, comprehensive international research. University students from two countries (Hungary, Kenya) participated in the research. On the one hand, the goal was the cultural adaptation of internationally validated questionnaires related to the topics of fair play, sportsmanship, cheating, and gamesmanship in Kenya, as well as their Hungarian validation. The aim is to present the results of the validation procedure in Kenya, as well as the Kenyan cultural adaptation of an internationally validated index/scale among university students. The Disposition to Cheating in Sport Questionnaire (CDED), developed by Ponseti et. al (2012), was employed to explore the level of cheating and gamesmanship. The reliability of the questionnaires was examined using Cronbach's Alpha values. For the CDED, the Cronbach's Alpha (α) is also 0.765. Based on the results, the scales were found to be valid in the Kenyan sample, the adaptation was successful, and the name of the questionnaire is CDED-KE. 1,278 university students participated in the study. 54.9% (701 people) are men, 45.1% (577 people) are women. In terms of age, the youngest participant was 18, while the oldest was 50, and the average age was 23.6 years (SD = 5.022). The students filled out the questionnaire online and on paper. In addition to descriptive statistics, a two-sample T-test, a one-way ANOVA test, and Pearson's correlation were used. The level of significance was set at 0.001 or 0.005. IBM SPSS 26.0 software was used for analysis. When examining the variables, it was found that there were no significant results in the two examined subscales (gamesmanship and cheating) of the questionnaire with regard to gender, major studied and the field of study, sporting habits (sport, type of sport). Thus, these variables do not affect young people's attitudes towards accepting and using cheating and gamesmanship. However, the acceptance of gamesmanship decreases with increasing age, although the weak, negative relationship cannot be ignored. According to the results, the adaptation procedure of the CDED-KE questionnaire was successful, the questionnaire is reliable and applicable.

APA CITATION

Hideg, G. (2023). The Disposition to Cheating in Sport Questionnaire (CDED-KE) Adaptation in Kenyan University Students *East African Journal of Education Studies*, *6*(2), 386-395. https://doi.org/10.37284/eajes.6.2.1380.

CHICAGO CITATION

Hideg, Gabriella. 2023. "The Disposition to Cheating in Sport Questionnaire (CDED-KE) Adaptation in Kenyan University Students". *East African Journal of Education Studies* 6 (2), 386-395. https://doi.org/10.37284/eajes.6.2.1380

Article DOI: https://doi.org/10.37284/eajes.6.2.1380

HARVARD CITATION

Hideg, G. (2023) "The Disposition to Cheating in Sport Questionnaire (CDED-KE) Adaptation in Kenyan University Students", *East African Journal of Education Studies*, 6(2), pp. 386-395. doi: 10.37284/eajes.6.2.1380.

IEEE CITATION

G., Hideg "The Disposition to Cheating in Sport Questionnaire (CDED-KE) Adaptation in Kenyan University Students" *EAJES*, vol. 6, no. 2, pp. 386-395, Aug. 2023.

MLA CITATION

Hideg, Gabriella. "The Disposition to Cheating in Sport Questionnaire (CDED-KE) Adaptation in Kenyan University Students". *East African Journal of Education Studies*, Vol. 6, no. 2, Aug. 2023, pp. 386-395, doi:10.37284/eajes.6.2.1380

INTRODUCTION

Based on our scientific experience - gained during our previous research - it can be said that when most people hear the word "fair play", the concepts related to fair play and sports flash into their minds. Today, it can be said with certainty that sport and its equipment system, as well as the developed industry, have become an integral part of our everyday life. Its economic effects, taken narrowly, have already been recognized on a European scale - which is why they have a positional advantage - in our country, this type of research began in the last decade, since before that the mechanisms of social impact were mainly studied.

The questionnaire we are adapting has previously been tested on athletes. As researchers in the field of educational science, it is important for us to draw attention to fair play and related concepts that do not belong exclusively to the field of sports, and cannot be appropriated. Today, we hear and talk about fair play behavior not only in the field of sports (e.g. business fair play, political fair play), which justifies examining the attitudes of students studying in different majors (health sciences, law, economics, etc.) towards cheating and gamesmanship.

Although the questions in the questionnaire describe sports situations, judging them as correct or incorrect does not exclude the part of society who do not do sports or only perform physical activity occasionally in their free time. In the long term, differences can be revealed based on the results of young athletes and non-athletes. Assumptions that athletes are more prone to cheating or looking for loopholes in the rules will be disproved or confirmed. Therefore, the meaning of fair play cannot be limited to the field of sports. In the course of our work, university students were included in the research and their results were examined, but following international trends, it was also studied whether those who engage in physical activity as a hobby/recreation (minimum 150 minutes a week) influence the results. Namely their attitude to cheating or gamesmanship.

Our primary goal is the Kenyan cultural adaptation of the CDED questionnaire among students in higher education. It is an interesting question to examine how the interviewed Kenyan youth relate to concepts strongly linked to sports.

Research Background

In the framework of the theoretical background, it is first of all necessary to define the key concepts of fair play, cheating, and gamesmanship. The concept of fair play means acting in accordance with the rules, respecting the other party, ourselves and the rules (not only the rules of the given sport, but also the rules of the society's system of ideas and norms). Undoubtedly, one of its most widespread areas has been sports so far. Today, however, this is not the only media. Both families and teachers working in the educational system play an important role in shaping the values and norms of the younger generation. The goal may be to act in the spirit of fair play in all areas of life, and this should become an internal natural drive/instinct, therefore it should be embedded in the character of young people (Hideg, 2021).

Cheating is defined as follows. Cheating is nothing more than ignoring the rules in order to achieve our goals, often using dishonest and immoral means. According to Loland (1998), cheating is breaking the rules without being

Article DOI: https://doi.org/10.37284/eajes.6.2.1380

caught or noticed. Reddiford (1998) points out that those who participate in an activity accept its rules and abide by them. There are three characteristics of cheating. The first is breaking the rules and thereby gaining an unfair advantage (touching the ball with the hand; deliberately hindering the opponent), the second is deception, concealing the true intention (time consuming by various means), and the third is committing the cheating in such a way that others (players, referee) do not notice.

Gamesmanship is a specific category of cheating that raises primarily moral concerns. Gamesmanship does not mean clear-cut cheating in the classical sense. Those who use it are not breaking the rules, but are using practices that force the opponent to commit a foul. Examples include harassing the opponent with verbal methods, which may result in physical violence or delay. Overall, it can be seen that the concepts (cheating, gamesmanship) are connected to moral judgments and belong to antisocial behaviors.

Earlier, we emphasized the theory of Coakley (1982) and Stevenson (1975), according to which sport has a positive effect on physical, emotional and social development has been alive in the public consciousness for many years. The values acquired through sport (respect for rules, honesty, respect for the other party, etc.) are transferred to other areas of life. Belief in the character-building effect of sport has become embedded in the public consciousness; some researchers have questioned this, arguing that sport can lead to antisocial behavior in some cases (Coulomb-Cabagno & Rascle, 2006; Kavussanu, Stamp, Slade, & Ring, 2009).

Such antisocial behaviors include cheating, gamesmanship, aggression, or intimidation of the opponent. According to Moore (2017), when people benefit in some cases at the cost/harm of others for their own prosperity, they tend to consider their behavior as moral even if it is otherwise immoral. In fact, they can save themselves, I think they refer to personal or group interests. This is especially true in sports activities, where the use of cheating or gamesmanship can serve both individual and team interests, which can be strengthened by the expectations of coaches and parents.

This is also proven by Kavussanu (2019), who says that antisocial behavior draws attention to psychological mechanisms that can be associated with negative behaviors. These behaviors have negative consequences. On the one hand, they affect the opponent and, in some respects, the team, and on the other hand, they reduce the importance of fair play.

According to Collins (1994), contact sports such as basketball, ice hockey or football are determined by psychosocial factors through their own rules and moral attitudes, which have also been adopted by other sports today.

If we examine the use of cheating and gamesmanship, we can see which sports it is most typical in. Handball players are the most prone to cheating, compared to basketball players and football players. Gamesmanship is primarily used by basketball players. (Ponseti et al., 2012) This is confirmed by a later investigation, which found that among participating athletes, footballers and rugby players preferred to use gamesmanship and cheating. (Ponseti et al., 2018)

All of this raises the question of what effect the immediate environment of athletes has on young people. Ntoumanis et al. (2012) found that the ego climate is created by the coach, but this does not predict the use of cheating at the beginning of the season, the ego climate created at the end of the season significantly predicts cheating, and although the use of gamesmanship at the beginning of the season cannot be predicted by the motivational climate, it can be predicted by examining the ego climate created by teammates and coaches in the middle of the season. According to Palou et al. (2013), the task-motivational atmosphere created by the coaches excludes the use of gamesmanship and cheating. Athletes are more prone to gamesmanship than cheating, but the results do not differ significantly by the sport they play. Cruz et al. (2018) found that at the beginning of the season, young soccer

Article DOI: https://doi.org/10.37284/eajes.6.2.1380

players showed a high acceptance of cheating and gamesmanship, while after a coaching intervention, the acceptance of cheating and gamesmanship decreased significantly.

Empirical literature therefore draws attention to pedagogical methods, the role of parents and coaches. Education in the spirit of fair play is a task at all levels of the educational system, but it is especially important during the training of school-age children, future coaches, physical educators, and teachers. After all, the fact that a student participates in physical education classes and completes the assignments does not mean that he can acquire the values conveyed by sports. In many cases, antisocial behavior is typically accepted in team sports.

MATERIALS AND METHODS

The aim of the study is the cultural adaptation of an internationally validated index/scale among Kenyan youth. The uniqueness of the study is that it is the first to administer these tests in Kenya. As the official language of Kenya, in addition to Swahili, is English (English is used in education and administration), translation was not necessary, but a research team consisting of Kenyan educators and university lecturers reviewed the scale in terms of interpretability. As a result, it was found that the questionnaires can be administered in their original form. Contrary to the developer of the original questionnaire/scale, this study was not conducted on elite athletes. The aim of the present study was to assess the attitudes of young people studying at different faculties of the educational system towards the concepts. In contrast to the research results presented in the literature, the selection criterion for the sample did not require the students to do sports, but the young people were asked whether they engaged in regular physical activity (which was defined as a minimum of 150 minutes per week) and, if so, what kind of sports activity it was. These activities could be for hobby and/or recreational purposes.

Measurements

In this study, the Kenyan cultural adaptation of an internationally validated index/scale was administered to university students. The Disposition to Cheating in Sport Questionnaire (CDED), developed by Ponseti et. al. (2012), was employed to explore the level of cheating and gamesmanship. The CDED survey consists of 6 questions and includes 2 subscales (cheating and gamesmanship). Participants were asked to rate how well each statement applied to them on a five-point Likert scale. (1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree) (*Table 1*).

Table 1: The two subscales (CDED)

Subscale	Questions
Cheating	I would cheat if I thought it would help the team win.
	If other people are cheating, I think I can too.
	It is OK to cheat if nobody knows.
Gamesmanship	Sometimes I waste time to unsettle the opposition
	It is not against the rules to psych people out so it is OK to do
	It is a good idea to upset your opponent

For the questionnaires, the reliability was examined using Cronbach's Alpha values. For the CDED, Cronbach's Alpha (α) is also 0.765. Based on the results, the scales were found to be valid in the Kenyan sample, the adaptation was successful, and the name of the questionnaire is CDED-KE. Further examination of the Cronbach's Alpha (α) values of the subscales reveals the following (*Table 2*).

Article DOI: https://doi.org/10.37284/eajes.6.2.1380

Table 2: Descriptive Statistics

	(a)	M	St. D
Disposition lake Cheating in Sport Questionnaire - CDED-KE	0.765	12.99	4,660
1. Cheating	0.716	6.19	2,716
2. Gamesmanship	0.646	6.80	2,660

Participants

1,278 Kenyan university students participated in the study. Participation in the study was voluntary. Participants were assured of anonymity. The questionnaire was designed so that it could be completed both online and on paper.

In the research, 54.9% (701 people) are men and 45.1% (577 people) are women. In terms of age, the youngest participant was 18, while the oldest was 50, with an average age of 23.6 years (SD = 5.022). 48.8% of the Kenyan students surveyed are studying economics; 26.8% educational science/pedagogy; 7% sports science; 6.5% technical and IT science; 3.4% health sciences; 4.5% law; 0.8% humanities; and 2.3% medicine. Looking more closely at the students' fields of study, it can be seen that 44.8% of the respondents are studying tourism and hospitality; 26.8% are studying pedagogy. 97.3% of the Kenyan students surveyed (1244 people) regularly participate in some form of physical activity, with 81.1% preferring team sports. A further breakdown of sports shows that 82.5% of university students are interested in spectator team sports, of which volleyball (17.8%), football (20.7%) and netball (19.1%) are the most popular.

Analysis of Data

Data were analysed using SPSS v.26.0 statistical software for Windows (SPSS Inc, Chicago, USA). In addition to the descriptive statistics, a two-sample T-test, a one-way ANOVA test, Pearson's correlation, and crosstab calculation were used. The significance level was set at 0.001 or 0.005. Analyses were conducted according to gender, age, type of faculty and sporting habit variables.

RESULTS

Gender, Major Studied, Field of Study and Sports Habits

Regarding the gender, a two-sample T-test was performed, and based on the results it was found that men are more prone to cheating (Male = 6.21; SD = 2.753; Female = 6.16; SD = 2.673), while women are more prone to gamesmanship (Female = 6.86; SD = 2.698). The results are not significant for either the cheating subscale (t(1274)0.329 p = 0.742) or the gamesmanship subscale (t(1274)-0.813 p = 0.416).

First, an ANOVA test was performed for the major studied, but this did not yield significant results for either cheating (F(13,1262)1.161 = 0.303) or gamesmanship ((F(13,1262)0.916 = 0.536)). Majors were grouped by scientific field, but again no significant results were obtained for either the cheating subscale (F(7,1268)1,477 = 0,171), or the gamesmanship subscale (F(7,1268)0,854 = 0,543).

Also, a two-sample T-test was used to examine sports habits (sports or not), which did not yield significant results on any of the subscales ((t(1274)1.571 p = 0.116); (t(1274)1.215 p = 0.224)). Further analysis, although again not significant, allows us to see which sports are more typical of cheating and gamesmanship (here we highlight sports that have also been examined in the literature for later comparability). Basketball (M = 6.34; SD = 2.523), football (M = 6.24; SD = 2.642) and volleyball (M = 6.14; SD = 2.683) are typical for cheating, while volleyball (M = 7.07; SD = 2.755), basketball (M = 7.04; SD = 2.659) and football (M = 6.83; SD = 2.693) are typical for gamesmanship.

In this case too, further grouping was necessary. First, the chosen sport was divided into individual and team sports (cheating (t(1264)0.184 p =

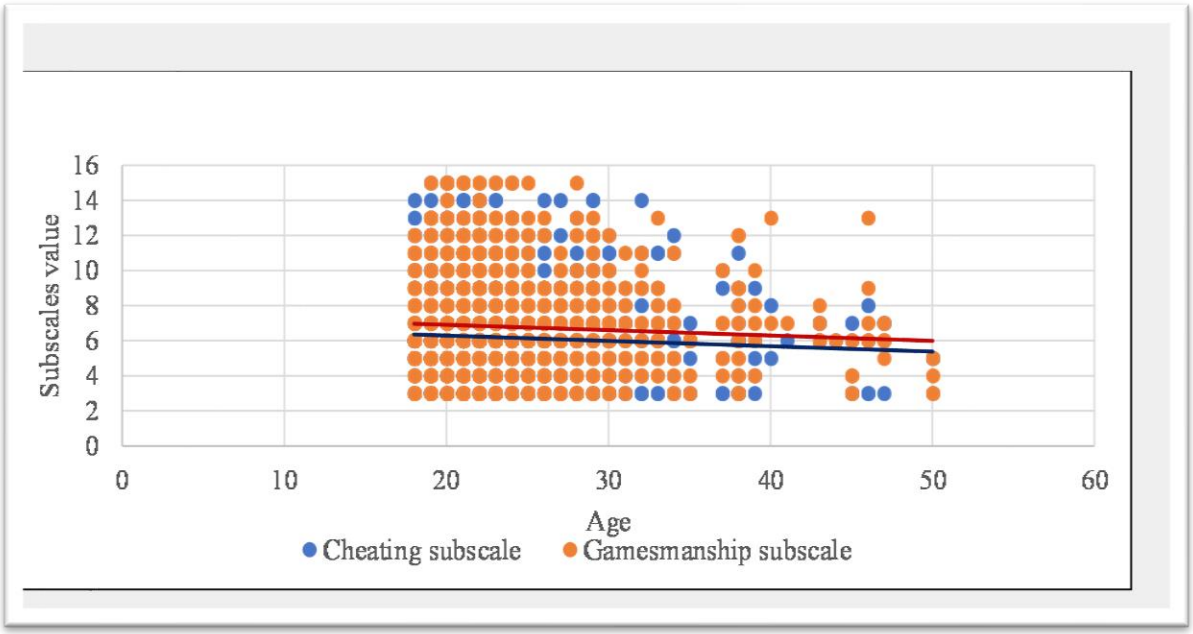
Article DOI: https://doi.org/10.37284/eajes.6.2.1380

0.854); gamesmanship (t(1264)-0.790 p = 0.429)), and then grouped according to the nature of the sport (team sport; spectacle team sport; aesthetic sport; fitness sport; recreational sport; combat sport; other). For the latter, an ANOVA test was used, but no significant results were obtained ((F(4,1260)0.688 = 0.600); (F(4,1260)0.910 = 0.457)). Overall, none of the studies showed significant results.

Results and Age for the Cheating and Gamesmanship Subscales

Pearson's correlation test was used to examine the relationship between age and individual subscales. It was found that acceptance and use of gamesmanship (r = -.058 p = 0.039) and cheating (r = -.056 p = 0.045) decreased with increasing age. The relationship is weak and negative, as shown by the direction and slope of the trend line shown in the figure. (Figure 1)

Figure 1: Cheating and gamesmanship subscales as a function of age

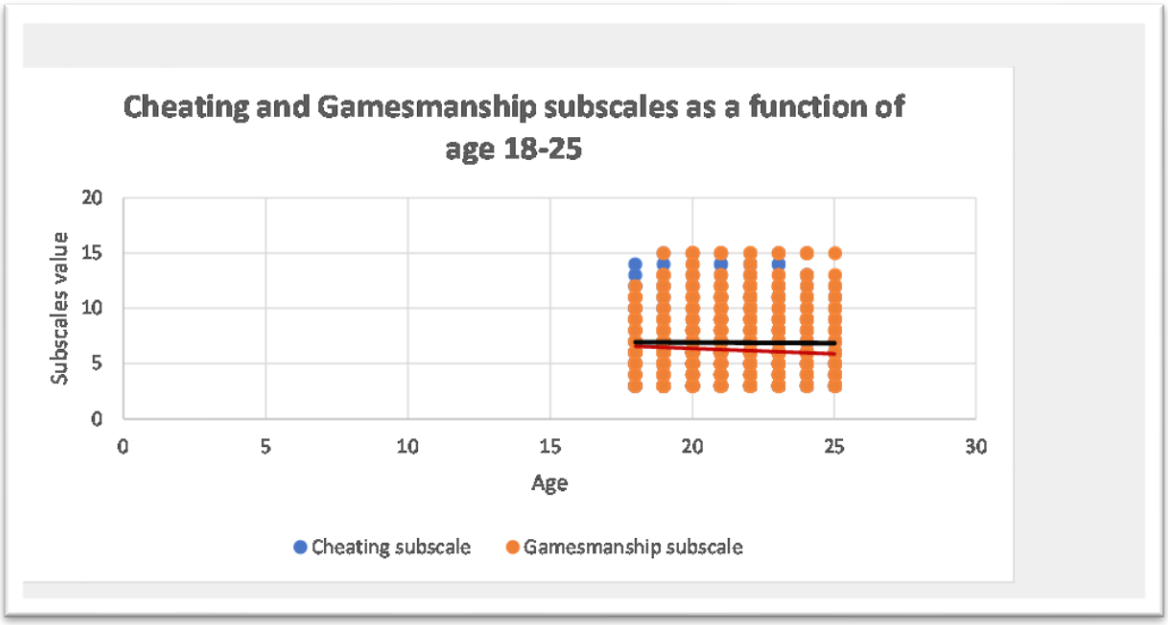


Source: self-edited

Further grouping by age yielded additional results. Among university students aged 35 or older in the sample (N = 53), the relationship between cheating and gamesmanship is positive, and moderately significant (r = 0.443; p<0001). Similar results were obtained for students aged 25 and under (N = 971), who make up a significant proportion of the sample. The relationship shows a positive, moderate correlation (r = 0.504) with a significance level of p<0.001, representing a significant correlation. (Figures 2 & 3)

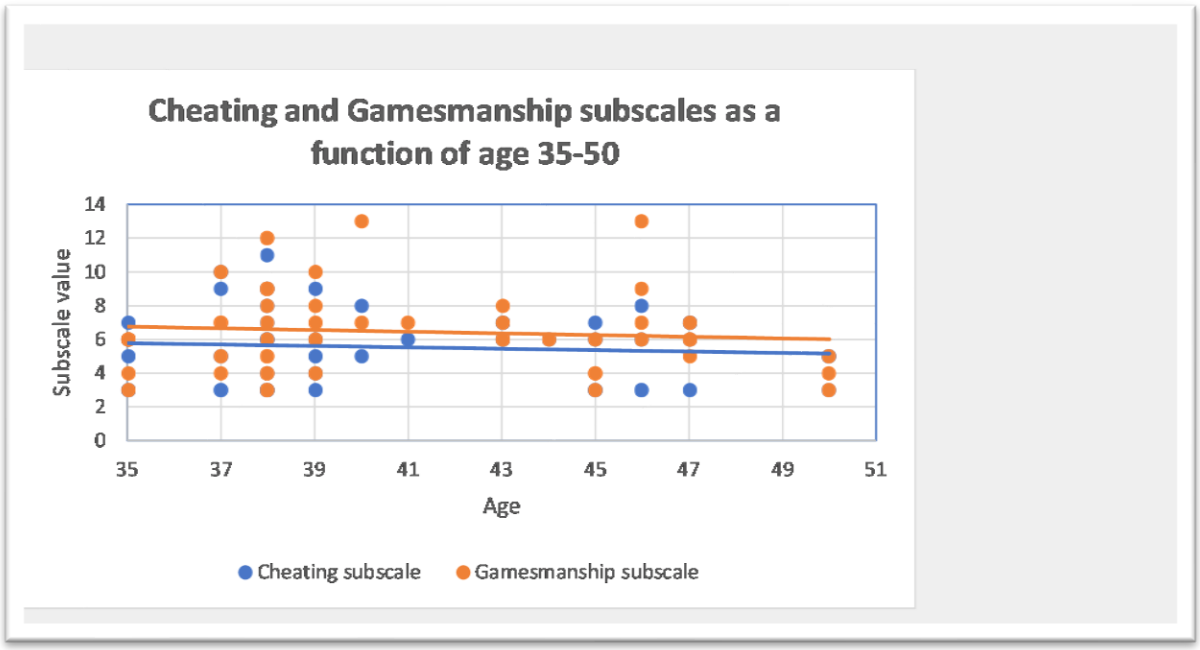
Article DOI: https://doi.org/10.37284/eajes.6.2.1380

Figure 2: Examining subscales in Kenyan university students aged 18-25



Source: self- edited

Figure 3: Examining subscales in Kenyan university students over 35



Source: self- edited

The relationship between subscales was examined and a correlation study was also carried out with our previous adapted questionnaire (MSOS-25-KE). As a result, a significant, negative, weak relationship was found between the subscales of the CDED-KE and the MSOS-25-KE questionnaires, in one case between the negative attitude and the fraud subscale ($r = -.081$ $p = 0.004$) (Table 3). Thus, if the values of negative attitudes, such as criticizing the coach or fighting for glory increase, the values of the cheating subscale decrease, respondents are less tolerant of them, cheating is not accepted or used.

Article DOI: https://doi.org/10.37284/eajes.6.2.1380

Table 3 Table 1: CDED-KE and MSOS-25-KE subscale correlation

Social Conventions	Rules and Officials	Commitment	Opponents	Negative Focus	Cheating	Gamesmanship
Social Conventions	.474* *	.482 **	.433 **	-.173 **		
Rules and Officials		.528 **	.394 **	-.349**		
Commitment			.300 **	-.129 **		
Opponents				.029 *		
Negative Focus					-.081 **	

*Correlation is also significant at the 0.01 level (2-tailed). * **
*Correlation is also significant at the 0.05 level (2-tailed). **

Source: Self- edited

DISCUSSION

There are several questionnaires suitable for measuring fair play behavior. The questionnaire adapted by us in Kenya is different in that it started from a positive perspective of fair play with a negative subscale. Now, however, the clear negative aspects of sportsmanship come to the fore by measuring cheating and gamesmanship. Previous research has examined cheating and gamesmanship in athletes.

The Disposition to Cheating in Sport Questionnaire (CDED), also used in our study, was created by Ponseti et al. (2012). The sample consisted of 110 people (70 men and 40 women), who were football players (42 people), basketball players (42 people) and handball players (26 people) between the ages of 10 and 19. As a result, it can be stated that women are more inclined to cheat and use gamesmanship than the interviewed men. Our gender-related results are partially consistent with this, since based on our results, women in our study are also more prone to gamesmanship than men. However, men scored higher on the cheating subscale.

Further investigation of the results of Ponseti et al. (2012) also revealed differences in the subscales of the two sports. Handball players are the most prone to cheating, compared to basketball players and football players. Gamesmanship is primarily used by basketball players.

Palou et al. (2013) investigated the effects of cheating, gamesmanship, and the motivational environment created by parents and coaches. According to their results, the task motivational atmosphere created by the coaches excludes the use of gamesmanship and cheating. Athletes show a greater tendency to engage in gamesmanship than in cheating, but the results do not differ significantly depending on the sport they play, contrary to previous studies that have shown differences between the various sports studied.

Ponseti et al. (2017) conducted a study with 1333 adolescent athletes who played basketball, football, handball, volleyball and rugby. Among the athletes who participated in our study, football players and rugby players preferred to use gamesmanship and cheating.

97% of the students interviewed in our study regularly participate in physical activity as a hobby and for recreation. Those who play strength sports, running and netball are more prone to cheating, while those who play badminton, volleyball, and basketball are more prone to gamesmanship. If only the sports of Ponseti et al. (2012, 2017) or Palou et al. (2013) are considered, then it can be seen that our results are opposite. In our case, basketball players are the most prone to cheating, in contrast to the results of Ponseti et al. (2012, 2017), where handball, football and rugby players achieved a higher value. In the case of the gamesmanship subscale, our volleyball players are more likely to use it, while it is more likely to be used by Ponseti's football and rugby players.

Cruz et al. (2018) compared the results of the subscales of the CDED and MSOS (Vallerand et al., 1997) questionnaires. The results of the

Article DOI: https://doi.org/10.37284/eajes.6.2.1380

correlations between the five MSOS subscales show positive correlation values between the subscales. The Negative Approach subscale was negatively correlated with the Rules and Referees (-.11) and Commitment (-.35) subscales. The MSOS subscales revealed negative correlations with the Cheating scale. The Social Conventions and Rules and Referees subscales displayed negative correlations with the Gamesmanship subscale. Our current (CDED) results were compared with the results of our previous (MSOS-25) questionnaire survey. (Hideg, 2023) It was observed that between the subscales of the CDED-KE and MSOS-25-KE questionnaires, in one case there is a significant, negative, weak relationship between the negative attitude and the cheating subscale ($r = -.081$ $p = 0.004$).

CONCLUSION

When examining the variables, it was found that there are no significant differences in the two subscales of the questionnaire studied with regard to gender, major studied and its field of study, sports habits (sport, type of sport). Thus, these variables do not significantly influence young people's attitudes towards the acceptance and use of cheating and gamesmanship. However, with increasing age, it was found that the acceptance of gamesmanship decreases, although the relationship is weak and cannot be ignored in a negative direction.

As a conclusion, it can also be stated that if the values of negative attitudes such as criticizing the coach or fighting for glory increase, the values of the cheating subscale decrease, the respondents are less tolerant of them, cheating is not accepted and not used.

ACKNOWLEDGMENT

I wish to thank Hajnalka Bicskei for her assistance in proofreading my research work in English.

Funding

This Research was sponsored by Hungarian State Eötvös Scholarship (174443)

REFERENCES

Collins, R. (1994) Four sociological traditions. New York: Oxford University Press .

Coulomb- Cabagno, G., & Rascle, O. (2006). Team sports players' observed aggression as a function of gender, competitive level, and sport type. Journal of Applied Social Psychology, 8 (36), 1980 - 2000 . https://doi.org/10.1111/j.0021-9029.2006.00090.x

Cruz, Jaume. & Ponseti Verdaguer, F. & Sampaio, Miguel & Gamito, Juan & Marqués, André & Viñas, José & Borrueco, Marta & Carvalho, Luisa & Garcia-Mas, Alexandre. (2018). Effect of a Psychological training on football grassroot coaches upon young player's fairplay and disposition to cheat. Revista de Psicologia del Deporte. 27. 24-30.

Hideg, G. (2021). Competency and value education. Reflection on Fair Play, Schenk Verlag, Passau. ISBN 978-3-949045-10-3

Hideg, G. (2023). The Multidimensional Sportspersonship Orientation Scale (MSOS-25) Cultural Adaptation in Kenya International Journal of Advanced Research, 6(1), 64-74. https://doi.org/10.37284/ijar.6.1.1188

Kavussanu, M., Stamp, R., Slade, G., & Ring, C. (2009). Observed prosocial and antisocial behaviors in male and female soccer players. Journal of Applied Sport Psychology , 21 (Suppl. 1), S62 - S76. https://doi.org/10.1080/10413200802624292

Kavussanu, M., & Ring, C. (2017). Moral identity predicts doping likelihood via moral disengagement and anticipated guilt. Journal of Sport & Exercise Psychology, 39, 293-301. https://doi.org/10.1123/jsep.2016-0333

Loland, S. (1998). Fair play: historical anachronism or topical ideal? In: Ethics and sport. Ed: McNamee, M. J. & Parry, S. J.

Article DOI: https://doi.org/10.37284/eajes.6.2.1380

London and New York: Routledge. (pp. 79-103).

Moore, E. (2017). Did Armstrong cheat? Sport, Ethics and Philosophy, 11, 413‑427. https://doi.org/10.1080/17511321.2017.1292306

Ntoumanis, N., Taylor, I. M., & Thrgersen-Ntoumani, C. (2012). A longitudinal examination of coach and peer motivational climates in youth sport: implications for moral attitudes, well-being, and behavioral investment. Developmental Psychology, 48 (1), 213 - 223. https://doi.org/10.1037/a0024934

Palou, P., Ponseti, F. J., Cruz, J., Vidal, J., Cantallops, J., Borràs, P. A., & Garcia-Mas, A. (2013). Acceptance of gamesmanship and cheating in young competitive athletes in relation to the motivational climate generated by parents and coaches. 1, 2. Perceptual and Motor Skills, 117(1), 290–303. https://doi.org/10.2466/10.30.PMS.117X14Z9

Ponseti, F. J., Palou, P. A., Vidal, J., Cantallops, J., Ortega, F. B., Boixadós, M., Sousa, C., García-Calvo, T.& García-Más, A. (2012). El Cuestionario de Disposición al Engańo en el Deporte (CDED): su aplicación a jóvenes deportistas. Revista de Psicologia del Deporte, 1 (21), 75 - 80 .

Ponseti Verdaguer, F. & Garcia-Mas, Alexandre. (2017). Does cheating and gamesmanship to be reconsidered regarding fair-play in grassroots sports? Revista de Psicologia del Deporte. 26. 28-32.

Reddiford, G. (1998). Cheating and self-deception in sport. In M.J. McNamee, & S.J. Parry (Eds.), Ethics and Sport (pp. 225-239). London: E and F.N. Spon.

Vallerand, R.J., Brière, N.M., Blanchard, C., & Provencher, P. (1997). Development and validation of the Multidimensional Sportspersonship Orientation Scale (MSOS). Journal of Sport and Exercise Psychology, 19, 197-206.

