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BIDIRECTIONAL ANALYSIS AND INTERACTION BETWEEN COURAGE AND SKILLS REQUIRED BY CUSTOMERS DURING RUGBY LEARNING

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Abstract

Aim. Rugby is recognized for its intensity and physical contact, which makes it necessary courage, both to overcome the fear of physical confrontation and to take on responsibilities within the team. The purpose of this study was to identify the importance of courage in the didactic process of transmitting theoretical information and the formation of practical skills and the use of custom means to achieve the proposed objectives.

Methods. The study was carried out with the participation of 94 clients of the Ovidius University of Constanta, who participated in 6 practical works and 4 theoretical courses in the discipline of Rugby and Rugby in 7. A total of 171 questionnaires were completed, with a total of 35 questions. The study included 52 boys and 42 girls.

Results. Comparative analysis for - Courage. Girls: 40.5% of girls consider that rugby teaches them to be more courageous, a slightly higher proportion than boys (36.4%).

Conclusions. Statistical analysis shows the difference between the two groups, girls associate rugby more with the development of personal courage and resilience, indicating a greater appreciation of personal transformation. Boys place more emphasis on the ability to face adversity, reflecting a more competitive perception of sports. Rugby has a considerable impact on the formation of a responsible character among young people, with a particular emphasis on teamwork and trust. The results of the study show us that by providing support for beginners, they could overcome their fear through progressive contact simulations. Proper management of tackle and contact inputs can reduce the feeling of overwhelming and increase safety in the game. The results show that most rugby players undergo a process of adapting to intense physical contacts, either learning to manage them or overcoming their fear from the beginning.

Keywords: Courage, rugby, methods adapted to reality.

Introduction

All sport disciplines contain sets of physical, mental and technical skills that are necessary to perform in a particular stage. Athletes have been known to display many forms of courage by virtue of their basic human behavior, intellectual, cognitive, physical, emotional and social fortitude, and resolve while taking care of their opponents (sportsmanship), (Konter & Ng, 2012). A defining characteristic of rugby players, in equal measure whether they are girls or boys, is courage. Rugby as a complex sport through the structure of the game, including the fixed phases (groups, edges) and the fluidity of the attack and defense, make it more tactical than many other team sports. The need to make quick decisions under pressure contributes to the perception of rugby as more complex. Rugby as a physical sport - the intensity of tackle, continuous running and high physical demands make it remarkable for its athletic components. Compared to football or basketball, physical contact is an integral and constant part of rugby. Negative perceptions Low percentages suggesting a reduced organization or lower physical requirement could reflect limited experiences in professional or competitive contexts organized. The physical demands of rugby are complex, and the concurrent improvements in the above mentioned performance indicators require a carefully planned conditioning program (Gamble, 2004). Another category of skills are the mental ones. The attention for the creation and development of the skills of the rugby player is complemented by the permanent development of all the motor qualities necessary for the improvement of skills, but also for the purpose of accident prevention. Conditioning of players not only enables them to play better rugby, but also reduces the risk of injuries (Faigenbaum et al., 1996). Focus is the ability to stay focused on the task to perform without being distracted by external factors. Motivation, patience and perseverance are essential for any athlete, regardless of age or level of training. They are defined by the desire and determination to perform and improve personal performance, the ability to face challenges and overcome obstacles. A defining dimension for rugby sport disciplines is the ability to work in teams: In team sports, communication and collaboration skills greatly determine the outcome of the clashes and increase the level of performance of the group of players. Another category is tactical skills, which are the ability to plan and implement effective tactics during a match or competition, or to take decisions quickly. Beginner's Rugby Promotion: Since almost 1 in 5 respondents believe that no prior training is required, Rugby can be promoted as a sport accessible to anyone who wants to start from scratch. The other possibility of intervention is tailored training, coaches could create programs to support both experienced and inexperienced players in order to encourage the integration of all. Rugby is a

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highly collaborative team sport, where success largely depends on the ability of players to work together. This includes constant communication, support for colleagues and collective responsibility. Solidarity plays a crucial role in creating a team spirit and overcoming difficulties together, which can be more evident in rugby than in other sports, especially due to its intense physical nature. Rugby is a very tactical sport that requires players to be not only physically ready, but also able to understand and apply complex strategies. This may include various forms of attack, defense, and team play, all of which have an impact on the results of the game. The development of these tactical skills in rugby may be more evident than in other team sports, given that each phase of the game can change the direction and dynamics of the match. Although rugby is extremely physically demanding, the aspect of increasing physical endurance does not seem to be perceived as the most distinctive benefit compared to other sports. This may be because other team sports, such as football or basketball, are also physically demanding and develop endurance. However, rugby imposes a different type of resistance, which includes not only running, but also managing the physical intensity of contacts. The correlation of sports skills with pedagogical aspects in learning rugby play involves a complex integration of physical, cognitive and social skills. Rugby is a sport that requires both physical skills and a deep understanding of tactical principles, which underlines the importance of a well-structured pedagogical approach. In learning rugby, sporting skills and pedagogical aspects are interdependent. Empirical evidence, as well as documented scientific research has shown that strength, power, speed, agility, fitness and body size are all important attributes for the performance of a player (Duthie, Pyne & Hooper, 2003). A well-planned pedagogical approach not only facilitates the development of technical and physical skills, but also contributes to the formation of the character, strategic thinking and team spirit of athletes. Through this synergy, rugby becomes not only a sport, but also a valuable educational tool. Courage plays a crucial role in rugby, as it is an intense physical sport, requiring direct confrontations and physical contact in the presence of coaches but especially spectators. There are two types of courage, the physical one that is necessary to get into tackle, sustain attacks and resist physical pressure. Mental courage is just as important to make quick decisions and stay focused, especially in critical situations. For a new player, being brave means that one has to overcome several psychological barriers and dominate fear. The game of rugby watched from the stand can be intimidating at first, and the courage is necessary to face the fear of injuries and failure. Courage and skills complement each other in learning rugby. The importance of positive psychology in training rugby players "is a fertile source of innovative career counseling approaches, such as identifying strengths and promoting positive feelings and positive orientations towards the future" (Robertson, 2018). A player must be willing to dive into risk situations to gain an advantage, such as placating an opponent or trying a risky dribbling. The correlation between courage and self-esteem is present in many works, so self-esteem is conceptualized as an affective assessment of (or feeling about) self (Betz & Klein, 1996). In general, and sport psychology in particular, they have much to say about stress, anxiety and fear and they have little to say about courage in sport from the perspective of positive psychology (Corlett & Wirtue, 2002). Without courage, a player would not be willing to test their limits and develop the necessary skills. For example, the courage to try new techniques or to get involved in intensive training contributes to the development of skills. Several studies have shown the relationship between courage and different indicators of well-being, such as psychological and subjective well-being in adolescents (Toner et al., 2012) and adults (Leontopoulou & Triliva, 2012; Santisi et al., 2020). Gradually, as a player improves his skills, he gains more confidence in his own forces that are obviously at a high level, which increases the courage to face opponents and to approach with much more confidence difficult situations in the game, both in the attack side but especially in the defense. Virtues are the core characteristics valued by moral philosophers: wisdom, courage, humanity, justice, temperance, and transcendence (Park & Peterson, 2004). Therefore, courage and skills are interdependent and essential for the progress of a rugby player.

Methods

The present research was carried out in three stages. The results are presented in several papers. Two sets of questionnaires were composed, one of which was common. The group of participants in this study was divided into two groups, girls and boys. The response options offered to classify the categories and their weights have been oriented in two directions, to understand how important physical skills are and how courage is understood. The two questionnaires addressed to the two groups were customized to girls and boys. For the third questionnaire were designed questions that future teachers have expressed their opinion regarding the methodical route of invention of the game of rugby. The boys' questionnaire comprised twelve separate and two complementary questions, a total of fourteen. Girls' questionnaire same number of questions. The third questionnaire was common, and had six questions, one of which was divided into two parts. The study was carried out with the participation of 94 clients of the Ovidius University of Constanta, who participated in 6 practical works and 4 theoretical courses in the discipline of Rugby and Rugby in 7. A total of 171 questionnaires were completed, with a total of 35 questions. The study included 52 boys and 42 girls. This study analyzes the results of the two questionnaires independently and comparatively. So, in order to find out what the perception about rugby play and the main characteristics of teaching this discipline in school is, we aimed to identify the common aspects and threats present in the teaching process. Subjects were trained in completing the questionnaire. The subject values were analyzed mathematically. The answers generated a number of questions, but also confirmations.

Results

The first question was the fourth one: To what extent do you think courage is essential in rugby? Very important 61.5%. Important 26.9%. It doesn't really matter 11.5%. Courage is seen as a fundamental quality in rugby, so 88.4% of respondents consider courage "very important" or "important" (Table.1). This result confirms that rugby is perceived as a sport involving both physical and psychological challenges, with courage being essential to cope with the game. The high percentage (61.5%) for "very important" suggests that the answers reflect the nature of the sport, which involves intense physical contact, quick decisions and risk taking. Only 11.5% of respondents perceive courage as of low importance. This could indicate two things: Whether these respondents believe that other qualities (technique, physical condition, tactical intelligence) are more relevant. Whether in recreational or amateur rugby games, courage is less tested than in competition. The answers to this question from the groups of girls were: Very important 64.3%. Important 14.3%. It doesn't really matter 21.4.5%. the results suggest a clear perception of the role of courage in rugby, especially among girls: Most consider courage essential: 64.3% - "Very important": Nearly two thirds of respondents perceive courage as a key element in rugby. This result underlines that sport is associated with a strong need for self-confidence, determination and resilience. Rugby is probably seen as a physical and mental challenge, which makes courage an indispensable quality. A minority consider it only "Important": 14.3%: This category suggests that for some girls, courage is relevant, but not necessarily a defining attribute. They may perceive other aspects, such as strategy or team spirit, as equally important. A quarter think "It doesn't really matter": 21.4%: It's interesting that a significant percentage of girls don't attribute to courage a major importance. This might reflect a different understanding of rugby requirements, considering that other skills, such as technique or collaboration, are more relevant. Alternatively, it could be an attempt to demystify stereotypes about rugby as a "tough" sport. Comparing the answers of girls and boys to the question about the importance of courage in rugby reveals both similarities and significant differences:

Table 1. Percentages of the answers to question 1

Reply	Girls (%)	Boys (%)	Difference (%)
Very important	64.3	61.5	+2.8
Important	14.3	26.9	-12.6
It doesn't really matter	21.4	11.5	+9.9

Comparative analysis, for the answer variant "Very important": Girls (64.3%) and boys (61.5%) have very close values, suggesting a common general perception of the essential role of courage in rugby. This similarity shows that both groups recognize courage as a central quality in the sport, either because of physical demands or because of competition pressure. "Important": Boys (26.9%) have almost double the percentage of girls (14.3%) for this category. This might indicate that boys perceive courage rather as an important but not absolutely essential trait, perhaps placing greater emphasis on other qualities such as strategy, strength or technique. "It doesn't really matter": The percentage of girls (21.4%) who consider that the courage "doesn't really matter" is significantly higher than that of boys (11.5%). This could reflect a more relaxed perception of girls on the demands of rugby or their desire to deconstruct stereotypes about this sport as "tough". It is also possible for some girls to perceive other qualities as more relevant. Similarities: Both groups recognize courage as important, though boys are more likely to consider it "important" than "very important". Differences: Girls tend to polarize responses between "very important" and "not really important", which suggests more different perceptions of the requirements of this sport. Boys are more balanced in their responses, with less emphasis on extremes. The next question was: How would you describe the courage of a rugby player? Ability to face a direct opponent 30.8%. Ability to cope with a high physical risk 36.5%. Perseverance in the face of a challenge 32.7%. Physical and mental courage are perceived almost equally: The three options receive relatively close percentages, indicating that respondents see courage as a complex concept that combines several aspects. The ability to cope with a high physical risk is considered the most important (36.5%). This reflects the perception of rugby as a sport involving intense physical contacts and risks. Perseverance in the face of a challenge (32.7%) emphasizes the mental dimension of courage, such as resilience in difficult moments in the game. The ability to face a direct opponent (30.8%) suggests the importance of trust and determination in individual confrontations. Nearly two-thirds of the responses (67.3%) focus on the physical aspects of courage (physical risk and direct confrontation). However, nearly a third of respondents (32.7%) show mental resilience, which shows an appreciation for courage beyond physical contact.

Table 2. Percentages of the answers to question 2

Description of courage	Girls (%)	Boys (%)	Difference (%)
Ability to face a direct opponent	33.3	30.8	+2.5
Ability to cope with high physical risk	7.1	36.5	-29.4
Persevering from a challenge	59.5	32.7	+26.8

The correlation with the nature of rugby that uniquely involves both direct physical risks and mental challenges. Physical issues encountered in the direct confrontation and the risk associated with physical contact, which reflect the specific requirements of sport, such as tackle, entrances to spontaneous groups and the impact of contacts, are also discussed. Mental aspects (perseverance): Rugby requires psychological resilience to manage the pressure, fatigue and critical moments of the match. Girls' answers have the following percentages: Ability to face a direct opponent 33.3% (Table 2). Ability to cope with a high physical risk 7.1%. Perseverance to a challenge 59.5%.

The results suggest that girls perceive the courage of a rugby player in a complex way, putting a significant emphasis on mental features and resilience rather than strictly physical aspects. Here is a detailed analysis: The results provided by the groups of girls were the following - Perseverance in the face of a challenge (59.5%), this result indicates that most girls perceive courage in rugby as a mental and emotional trait. Rugby is seen as a sport that requires resistance to adversity, whether it is physical exertion, competitive pressure or mental difficulties. This perspective underlines the importance of a strong mentality, which can be developed and trained, making rugby accessible even for those who initially do not consider themselves brave. For the answer option - The ability to face a direct opponent (33.3%), about a third of girls consider the physical confrontation direct as an important expression of courage in rugby. This reflects the perception of sport as requiring self-confidence and the desire to face an intense physical challenge. This result suggests that the element of direct competition is an attractive factor for some girls, but it is not always the main component of courage in everyone's eyes. Ability to cope with high physical risk (7.1%). A very small percentage of girls consider extreme physical risk-taking as defining for courage. This result could indicate a tendency to perceive rugby less as a "tough" sport and more as a strategic, team and mental one. It may also reflect a desire to overcome stereotypes about rugby, which could make sport more attractive to a diverse female audience. Mental courage prevails: Perseverance is the dominant trait associated with courage, indicating a perception that capitalizes more on determination than physical confrontation or risk. Facing a direct opponent is, however, recognized by a third of the girls as a significant component of courage, showing that the physical aspects of the game remain relevant. Comparing the answers of boys and girls to the question about courage in rugby reveals significant differences in the perception of essential traits. Here is the detailed analysis: Comparative analysis. Ability to face a direct opponent: Similar proportions between girls (33.3%) and boys (30.8%), indicating that both groups consider physical confrontation an important aspect of courage in rugby. The difference of 2.5% suggests that this aspect is perceived relatively evenly, probably associated with self-confidence and direct competition. Ability to cope with a high physical risk: Here is the greatest difference (29.4%), with boys (36.5%) considering physical risk a key feature of courage in rugby, while only 7.1% of girls share this view. This discrepancy might reflect differences in how each group perceives sport: boys tend to place more emphasis on hardness and physical risk, while girls emphasize other aspects. Perseverance before a challenge: This aspect is considered most important by girls (59.5%), compared with only 32.7% of boys. The 26.8% difference suggests that girls associate courage with mental and emotional resilience rather than physical confrontation or risk taking. For boys, perseverance is important, but it does not dominate their perception of courage, being comparable to the physical risk in relevance. We analyzed the answers provided by the participants of the study for the question: Have you ever felt overwhelmed by the physical contacts in rugby? Yes, at first 28.8%. No, I controlled my fear 34.6%. Yes, but I learned to manage 36.5%. The majority of respondents (63.5%) initially experienced difficulties but overcame them: About a third (28.8%) felt overwhelmed at the beginning of their experience with rugby, suggesting that fear or insecurity is common in the early stages of practice. The 36.5% who learned to manage physical contacts indicate a development of resilience and confidence through experience and training. A significant proportion (34.6%) managed to control their fear from the beginning: This category can represent players with a solid prior training (physical or mental) or with a personality inclined to take risks. Intense physical contacts are a central component of rugby, which can generate fear or anxiety, especially for beginners. The results suggest that direct experience and repeated exposure help most players overcome these difficulties. Another result of the study is the mechanisms that control fear, which is an advantage for some subjects. Thus, from the selection phase these subjects could have a psychological or technical advantage in accumulating and adapting to sport. Specific training plays an important role in building trust, managing fear in rugby and learning the right techniques to reduce anxiety about physical contacts. Mental courage and preparedness are key components to meet intense physical challenges, as indicated in the answers to previous questions. Looking at the answers of girls and boys to the question of managing physical contact in rugby, there are both significant differences and similarities in their perceptions and experiences:

Table 3. Percentages of the answers to question 3

Reply	Girls (%)	Boys (%)	Difference (%)
Yes, at first	23.8	28.8	-5.0
No, I controlled my fear	26.2	34.6	-8.4
Yeah, but I learned to manage	50.0	36.5	+13.5

Comparative analysis shows surprising results, so for the answer variant "Yes, at first" More boys (28.8%) than girls (23.8%) admitted they felt overwhelmed at first. This modest difference may suggest that boys are initially more preoccupied with physical confrontations or that girls have more realistic expectations about the difficulties of playing. For the answer variant "No, I controlled my fear" The percentage of boys (34.6%) who say they managed to control their fear from the beginning is higher than that of girls (26.2%). This could indicate either a greater confidence of boys in their physical abilities or a greater tendency to minimize fear in the face of a sport perceived as "male". The last variant of the answer "Yes, but I learned to manage" A significant majority of the girls (50.0%) said that they felt overwhelmed at first, but learned to manage this experience, compared to 36.5% of boys. This suggests that girls may be more willing to acknowledge the initial difficulties and capitalize on the adaptation process, reflecting a gradual learning approach. This approach can contribute to easier integration and increased interest in rugby, especially among girls. The next question was: What benefit do you think rugby brings you to other sports? Other benefits - specific! Here are the most common words and phrases in the answers given: "Many": 5 occurrences and is used repeatedly to describe the multiple benefits of rugby. This suggests that for respondents, rugby is a sport that brings a wide range of benefits, not limited to one aspect. "Courage": 2 appearances, courage is a repeated benefit, indicating that it is an essential feature that rugby develops in players, especially in the face of physical and mental challenges and "Courage": 2 appearances, The articulated variant of the word "courage" reinforces the importance of this trait in sport, especially in the context of overcoming contact fear and physical challenges. "Physical": 2 occurrences, the physical benefits are highlighted several times, indicating that rugby develops both strength and physical endurance. "Daring": 1 occurrence, daring is related to courage and suggests a character trait that rugby helps cultivate. "Respect and discipline": 1 occurrence, Respect and discipline are essential in rugby, and are perceived as the fundamental benefits of sport. There have been with one appearance: "Increasing strength", "Passion, pleasure, courage", "I consider rugby a sport that helps you to have a good discipline and helps you to gain a very high confidence in your forces", "Team work to a large extent", "Developing a strong team spirit", "Strengthening self-confidence", "Vision of team play" and many others are associated with benefits that reflect both physical and mental development in rugby. The girls participating in this study provided the following answers that we grouped as follows: Respect for teams and for referees "Rugby game shows a broader respect between teams.", "Develop a much greater respect for the team, opponents, referees.", "Respect for values.", "Rugby encourages respect, discipline and perseverance, contributing to the formation of a strong character.", "Respect." Another category - Team spirit and collaboration "An improved team spirit." "Team fight." "Team play.", "Support among teammates.", "Learning support between teammates." Third category - Discipline and character, "Development of discipline.", "Rugby encourages respect, discipline and perseverance." Last category - Strong character "The development of a strong character.", "Rugby contributes to the formation of a strong character." The fourth category - Physical and mental benefits exemplified by the statements: "Development of strength and endurance.", "Increase of strength and muscle mass.", "Development of motor skills.". Mind-body balance, "Balance between mind and body.", "Good health and psychic." Category five, with the biggest representation — courage and confidence: "It makes you brave.", "Courage and confidence.", "To be brave.", "It helps me to be brave." The next question, the last one selected for this study was: What is the impact of rugby on the self-confidence of a boy/girl? The answers that guys give you are the following percentages: They teach you to be braver 36.4%. It develops your ability to face adversities 49.9%. Helps you be more resilient and determined 13.7%. Girls' responses were calculated as follows: They teach you to be more courageous 40.5% (Table 4). Develops your ability to face adversities 42.9%. Helps you be more resilient and determined 16.6%. The comparative analysis of the answers of girls and boys to the question on the impact of rugby on self-confidence reveals similarities and differences in the perception of the benefits of this sport on their personality.

Table 4. Percentages of the answers to question 4

Impact on self-confidence	Girls (%)	Boys (%)	Difference (%)
Teaches you to be braver/brave	40.5	36.4	+4.1
It develops your ability to face adversities	42.9	49.9	-7.0



Helps you be more resilient/resilient and determined/determined	16.6	13.7	+2.9
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Comparative analysis for - Courage. Girls: 40.5% of girls consider that rugby teaches them to be more courageous, a slightly higher proportion than boys (36.4%). This result suggests that girls perceive courage as a more directly related feature to rugby, possibly due to the physical and mental nature of the sport, which gives them opportunities to overcome their fears. Boys: While boys recognize courage as an important benefit, their percentage is lower, which may reflect a more integrated perception of courage in their regular activities. Facing adversities - Girls: 42.9% of girls believe that rugby helps them develop their ability to face adversities, which indicates a high appreciation of the impact of this sport on mental resilience. Boys: With a higher percentage (49.9%), boys put an even stronger emphasis on this trait, suggesting that rugby is seen as a way to develop the ability to overcome challenges. The difference (+7% for boys) could reflect how sport is perceived as an intense competition, in which adversity is ubiquitous. Resilience and determination - Girls: 16.6% of girls appreciate the development of resilience and determination through rugby, which suggests a significant but lower value compared to other attributes. Boys: The percentage of boys is slightly lower (13.7%), indicating that for them, determination and resilience are less central to the perceived benefits of rugby. The small difference (+2.9% for girls) can be explained by the fact that girls tend to more value these traits as a form of personal development.

Conclusions

Rugby contributes significantly to the education of pupils, especially in terms of character and discipline development, which are essential for success in life. It also contributes to developing leadership skills and learning teamwork values. These traits are fundamental not only in sport, but also in the formation of an individual who is responsible and well prepared for the challenges of life. Implications for the preparation of players are achieved through exercises that simulate real-world situations of physical contact can help players develop confidence and courage in direct confrontations. Developing perseverance: Rugby requires cultivating a team mentality, supported by exercises that encourage mental endurance and patience in the face of failure or challenges. For girls, rugby is seen as a sport that can require extreme courage or can be approached more relaxed, suggesting opportunities to attract a more diverse audience. Girls understand courage mainly as a mental feature, related to resistance to difficulties. Physical risk is considered insignificant, which may indicate a more pragmatic view of rugby or a rejection of "extreme hardness" stereotypes. For boys, rugby is perceived as a sport where courage is important, but not the only defining requirement, highlighting a balance between skills and character traits. Boys accept courage as a means to significantly include facing physical risks, emphasizing their perception of rugby as a sport involving taking dangers and intense physical tests. Perseverance is important, but boys tend to distribute the emphasis equally between resilience, risk and direct confrontation. More experienced players could give a greater weight to perseverance, since success in rugby does not depend only on direct physical confrontation. Subjects perceive courage as being confronting opponents and taking physical risks, or persevering in the face of challenges. This diversity shows that success in rugby requires both physical and mental skills, both of which are essential for performance and to cope with the intense nature of sport. Rugby promotes fundamental values that are essential for forming a responsible and respectful character. Team spirit and courage and perseverance are the most valued traits, showing the importance of collaboration, overcoming boundaries and maintaining a positive attitude even in the face of difficulties. In addition, respect for the opponent emphasizes the principles of fair play and healthy competition, and honesty in the game contributes to maintaining a fair and fair environment on the ground. The results of the study show us that by providing support for beginners, they could overcome their fear through progressive contact simulations. Correct handling of tackles and contact inputs can reduce the feeling of overwhelming and increase safety in the game. The results show that most rugby players undergo a process of adapting to intense physical contacts, either learning to manage them or overcoming their fear from the beginning. This underlines the importance of progressive support and training for new players, but also a personalized approach that takes into account individual experience and characteristics. Both girls and boys recognize the importance of face-to-face, indicating that trust and competition are essential for the perception of courage in rugby. Girls are more likely to consider rugby a difficult initial experience, but to appreciate the learning and adaptation process (50%). The lower percentage stating that they "controlled their fear" (26.2%) suggests that the perception of physical contact is more challenging, but also that they are more open to admit this difficulty. Boys tend to declare that they have controlled their fear (34.6%), which may reflect a social pressure to display courage and control in the face of a physical sport. However, a considerable percentage (36.5%) recognizes the learning process in managing fear, showing that for them too rugby involves a gradual adaptation. Both girls and boys show an adaptive capacity, with a significant proportion mentioning that they learned to manage physical contact. This underlines that, regardless of gender, rugby offers opportunities for personal development and overcoming initial fears. We found a number of similarities: both girls and boys consider that rugby helps them develop courage and face adversities, highlighting the significant impact of this sport on self-confidence. Resilience and decisiveness are seen as important, but less central than courage or ability to face challenges. But, also the difference between the two groups: Girls associate rugby more with the development of personal courage and resilience, indicating a greater appreciation of personal



transformation. Boys place more emphasis on the ability to face adversity, reflecting a more competitive perception of sports. Rugby has a considerable impact on the formation of a responsible character among young people, with a particular emphasis on teamwork and trust. This is the key to success in a team sport and is reflected in most opinions. Rugby also helps young people to learn to take responsibility and develop a positive mindset, but especially to work together to achieve common goals, which is essential both on the ground and in personal and professional life.

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