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Introduction

The game of rugby is globally a popular and growing sport that is engaged in by male and female players, ranging from pre-school to adults. It is considered to be both a leisure activity and professional occupation played on amateur and professional levels^{1,2}. Steinwender & Leclair³ state that health flourishes when a person's occupation gives meaning and purpose to their life^{4,5,6}. For players and stakeholders, rugby may place various demands on the meaning that a rugby player experiences when participating in this sport. On these different competitive levels rugby players assume various roles, and make use of numerous rituals and emotional regulation strategies that relate to the meaning they ascribe to rugby and to their well-being.

As research results on individual roles of athletes are limited^{7,8,9,10} the current study investigated the roles that rugby players assume, not only within the team, but also within family and social context. Roles that individuals internalise provide a framework for occupational engagement^{11,12}. Riordan¹³ argues that the multiple roles that rugby players assume can lead to a role conflict which may influence their well-being. Furthermore, the various roles that a rugby player assumes on and off the field which may vary on different competitive levels, may lead to role prioritisation that influences well-being throughout life stages^{14,15,16}.

In addition to understanding the roles rugby players assume, rituals also need to be taken into account in order to better comprehend rugby players' performance and well-being. Rituals are symbolic actions which reinforce individual, collective or cultural values and beliefs^{12,17}. Rugby players depend on rituals to cope¹⁸ as they may experience pressure and anxiety to varying intensities on different competitive levels¹⁹.

Similarly to roles and rituals, emotional regulation has the potential to influence the performance and well-being of rugby players. Gross and Thompson²⁰ describe emotional regulation as "the automatic or deliberate use of strategies to initiate, maintain, modify or display emotions." Emotional regulation significantly impacts mental and physical health²¹, specifically: social functioning²²; relationships²³; and work performance²⁴. When looking at rugby as an occupation, the inability of rugby players to regulate emotions, could lead to mental as well as physical injuries to themselves and other players; disruptions to the flow of the game²⁵; disciplinary action and ultimately could cost them their rugby careers. Authors^{26,20,27} agree that there are many strategies which athletes utilise to regulate their emotions. For the purpose of the current study the strategies of

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emotional suppression (hereafter referred to as suppression) and situational reappraisal (hereafter referred to as reappraisal)²⁰ were investigated among rugby players on different competitive levels.

The aim of the current study was to describe and compare the roles that rugby players assume, on and off the field, the rituals that they perform and how they regulate their emotions as it pertains to the different competitive levels, namely: the University of the Free State residence-, club- and the Free State provincial levels.

Methodology

A cross-sectional study was conducted after obtaining ethical clearance from the Research Ethics Committee of the Faculty Health Sciences at the University of the Free State (STUD NR: 10/2015) as well as relevant authorities, and informed consent from the participants.

A four part self-administered questionnaire was designed to collect data on biographical factors, roles, rituals and emotional regulation of the participants. To ensure validity and reliability of the current study questions on roles and rituals were based on a thorough literature review. The following subsections were identified and included in the questionnaire for the roles and rituals section: 1) Roles: family and social roles, roles within the rugby context and recreational roles; 2) Rituals: what ritual is performed, with whom, where and why. For both these sections participants ranked their roles and rituals from the most (score 1) to least important (score 2,3,4,5, etc.). For the first subsection of the emotional regulation section the players had to rank stressful situations from the most (score 1) to least stressful (score 2,3,4,5,etc.). For the second subsection a validated questionnaire, namely the Emotional Regulation Questionnaire (ERQ)²⁰ was adapted and included. A 7-point Likert scale was used to answer suppression and reappraisal questions. The researchers changed the content of the questions to make it more applicable to the current study; with specific focus on the emotional regulation of the rugby players on and off of the field.

Prior to data collection a pilot study was conducted. There were no contextual changes made to the questionnaire after conduction of the pilot study and the results were excluded from the final data analysis.

A convenience sample of 15 rugby players from a team on each competitive level, namely Huis Abraham Fischer (residence league), the Shimlas (university league) and the Cheetahs (provincial level) were included in the data collection (n=45). The study sample consisted of male rugby players older than 18 years engaging in rugby during the time of data collection. Each position from every team was included.

The questionnaires were completed by the study participants, during pre-arranged group contact sessions. To improve reliability and validity, the researchers were present during completion of the questionnaires to assist with queries.

The coding was done by the researchers, followed by data analysis which was done by the Department of Biostatistics at the UFS. Descriptive statistics, namely frequencies and percentages for categorical data and medians and percentiles for continuous data were calculated per competitive level. The competitive levels were compared by means of 95% confidence intervals (CI) for percentage and median differences, or the Kruskal-Wallis test when sample size was small.

Results

The median age for residence level was 21 years (range 19 to 23), for club level is 22 years (range 20 to 24 years) and for provincial level is 24 years (range 22 to 31). A significant difference exists between club level and provincial level as indicated by the 95% confidence interval (CI=[-5 ; -1]) as well as between provincial and residence level ([2; 7]).

The median years that the rugby players have played rugby for their current team are as follows: 2 years for club level (range 1 to 5); 4 years for provincial level (range 1 to 11) and 2 years for residence level (range 1 to 5). With regard to marital status and dependants, club level and residence level consist of 15 unmarried rugby players in each team with no children. In provincial level 4 of the 15 rugby players are married and 3 of the 15 players have children.

Insert table 1 here

As seen in table 1, the three roles that rugby players assume the most across all three teams differ. These are, club level: rugby player, other occupations (student and/or work) and son; provincial level: rugby player, friend and son; residence level: rugby player, other occupations (student and/or work) and friend. A significant difference was identified

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with regards to other occupations between club and provincial level (95% CI for the percentage difference [19.8%; 74.2%]) as well as between provincial and residence level ([-64.0%; -5.0%]). Another significant difference exists when interpreting the role of a grandson between club- and provincial level ([5.0%; 64.0%]).

The importance of the assumed roles for the rugby players were compared across the teams. A lower median indicates that the rugby players ranked the role as more important and a higher median, as less important. Significant differences were found in: the importance of the role of a rugby player when comparing club- and provincial level with residence level ($p=0.01$); the importance of the role assumed in other occupations (student/work) between club- and provincial level ($p=0.003$) and between provincial- and residence level ($p=0.02$); the importance of the role of a father between club- and provincial level ($p=0.05$) and lastly the importance of the role of a friend between provincial- and residence level ($p=0.01$).

Insert table 2 here

When referring to participation in additional occupations to rugby, there is a significant difference in the number of players that are students between club- and provincial level ([28.3%; 80.2%]) as well as between provincial- and residence level ([-80.2%; -28.3%]).

Insert table 3 here

As seen in Table 3, there are significant differences between the different teams when comparing the following rituals performed before a game of rugby: listening to music between provincial- and residence level ([0.5%; 58.5%]), visualisation between club- and residence level ([0.5%; 58.5%]) and singing of the anthem between club- and provincial level ([12.2%; 69.0%]) and between club- and residence level ([19.8%; 74.2%]).

There is a tendency for rugby players at club level to make more use of the ritual of visualisation during a game of rugby when compared to rugby players in provincial- ([-10.5%; 46.8%]) and residence level ([-0.5%; 58.8%]), although not statistically significant.

Insert table 4 here

Table 4 indicates the number of rugby players who identified the respective situations as being stressful. Majority of rugby players across all three teams indicated injury, mental

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errors and physical errors made by oneself as stressful. Thereafter, the study participants ranked the stressful situations from the most stressful to least stressful. These results revealed significant differences for the following situations: club level experiences physical errors made by oneself as more stressful than provincial level ($p=0.05$), provincial level experiences an injury as more stressful than club level ($p=0.03$) and provincial level experiences bad weather conditions as more stressful than residence level ($p=0.04$).

Insert table 5 here

Table 5 indicates that residence level tends to make use of encouragement more than club- ($[-37.9\%; 9.2\%]$) and provincial level ($[-37.9\%; 9.2\%]$). Threatening has a tendency to be used more by club level as opposed to residence- ($[-10.5\%; 46.7\%]$) and provincial level ($[-10.5\%; 46.7\%]$). Residence level tends to swear less than club- ($[-1.7\%; 58.9\%]$) and provincial level ($[-8.1\%; 53.8\%]$). Name calling has a tendency to be used the least by provincial level when compared to club- ($[-2.8\%; 52.2\%]$) and residence level ($[-39.1\%; 13.2\%]$). With regards to verbal expressions, the following results indicate that club- and provincial level presented with a significant difference ($[2.6\%; 58.2\%]$) when referring to teasing.

A significant difference exists between club- and provincial level ($[8.2\%; 63.9\%]$), where club level makes use of body movements or gestures more than provincial level. Furthermore, club level has a tendency to do so more than residence level ($[-8.0\%; 54.9\%]$).

Insert table 6 here

For the adapted Emotional Regulation Questionnaire (ERQ)²⁰ a Likert scale of 7 (1=agree, 7=disagree) was used where the rugby players agreed or disagreed with six situational reappraisals and four emotional suppression statements, for both on the rugby field and within a social setting. A lower median means that the rugby players agree more and a higher median that they disagree more with the statement in the questionnaire.

For emotional suppression in a social setting a statistically significant difference was found (CI: $[-1.5 ; -0.25]$) between club- and residence level. It was noted that in a social setting as well as on the rugby field, all three teams are inclined to make use of emotional suppression rather than reappraisal of emotions.

Discussion

Results from this study reflect how the aspects of roles, rituals and emotional regulation differ with respect to three different levels of competition.

Literature indicates that a rugby player takes on certain roles within a team, at home and in a social setting²⁸, whereas relatively few study participants of the current study indicated that they are fathers and/or partners. Players in provincial- and residence level assume these roles more than players in club level. This combination of roles as a father, partner and rugby player within provincial- and residence level could lead to role conflict, as also described by Simmons²⁹ and Stubley³⁰. Cinamon and Rich³¹ suggest that role conflict may lead to a decrease in family- and occupational well-being. A significant difference between the median age across the three levels of competition indicates that the rugby players in provincial level are older, and they are fathers. Additionally they are financially more independent as they receive remuneration for playing rugby³². These three factors, amongst others, contribute to the ability to support a family and function within family contextual challenges and responsibilities.

When considering the importance that rugby players ascribe to the respective roles, it was evident that rugby players in club- and provincial level ascribe more importance to the role of a rugby player than residence level. This could be due to the fact that club- and provincial level play rugby on a higher competitive level and could therefore feel that they have a vital role within the rugby team and are socially more well-known³³. Results published by Karageorghis and Terry³⁴ confirm these deductions. Overall a tendency exists that players on club level value the role of a rugby player more than the other levels. This can be ascribed to the fact that the club level team, the Shimlas, won the 2015 Varsity Cup which took place prior to data collection thereby supporting Karageorghis and Terry³⁴ who state that winning increases the feeling of competence.

In comparison to provincial level, club- and residence level ascribe significantly more importance to the role within other occupations, either as a student or in work. This can be ascribed to the fact that rugby players in club- and residence level are obliged by university policy to be registered students at the University of the Free State³⁵. For the rugby players in provincial level, rugby is their career³³. They receive an income³² and therefore it is not as important for them to participate in other occupations for financial gain.

Rugby players on residence level ascribe more importance to the role of a friend than provincial level. It can be postulated that this is due to the fact that rugby players on residence level perform numerous social, academic and other activities of daily living in an environment that requires them to socially interact on a daily basis. The researchers hypothesise that the unique social context of a South African university residence might explain why the rugby players on this level value the role of a friend more.

Christiansen, Baum and Bass-Haugen³⁶ state that assumed roles change throughout life and therefore roles are regarded as being dynamic. The current study found that role priorities of rugby players on provincial level vary from the other two levels because they are older and therefore they ascribe role importance differently.

Roles and rituals are interlinked and influence one another as they shape the identity of individuals and reinforce their values and beliefs³⁷. Rituals serve as a means to achieve an emotional state and a level of confidence before and during the execution of a task³⁸. The current study revealed that the number of rugby players who perform the following rituals *before* a game of rugby is relatively the same when comparing the three different competitive levels: positive self-speech, prayer, body warm-up and singing. Similarly, the number of rugby players who perform the following rituals *during* the game of rugby is also relatively the same when comparing the different levels, namely: positive self speech, prayer, counting, stretching, motivating a team mate and receiving motivation.

5 There are, however, significant differences in the number of rugby players who perform certain rituals *before* the game of rugby. Rugby players on provincial level listen to music significantly more than residence level and the most prevalent reason for provincial level to perform this ritual is to build up an emotional state towards competition. Laukka and Quick³⁹ agree with Jarraya, Chtourou, Aloui, Hammouda, Chamari, Chaouachi and Souissi⁴⁰ that through listening to music pre-game activation, positive emotions, motivation, performance levels and the experience of flow are increased. Experiencing flow leads to increased awareness and concentration as well as decreased anxiety which improves performance⁴¹. Researchers from the current study argue that playing on a provincial level places more demands on the rugby players. Therefore, they may need to make use of rituals such as listening to music more often than the rugby players on other levels in order to improve occupational performance.

The current study showed that *before* a game of rugby, visualisation as a ritual is used by more rugby players in club level than in residence level. The results also show that

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the most common reason for rugby players in club level to perform this ritual is to achieve confidence to perform successfully throughout the game. The significant difference between club- and residence level is substantiated by a study conducted by Hall, Rodgers, and Barr⁴² that revealed that athletes on higher competitive levels are more likely to make use of visualisation as ritual.

In 1995 the sponsors of the Varsity Cup, in which club level participates, require that all rugby teams that partake in the competition sing the national anthem⁴³. However, only 9 out of the 15 rugby players on club level perceive singing of the anthem as a ritual. The researchers postulate that the remaining 6 players regard singing of the national anthem merely as a pregame routine as opposed to a ritual with symbolic meaning. For the 9 players on club level who do regard singing of the national anthem as a ritual, the most prevalent reason given to engage in this ritual is to build up emotional state towards competition.

Although provincial- and residence level are not obliged to sing the anthem for the competitions they participate in as a team, 2 rugby players in provincial level and 1 rugby player in residence level marked it as a ritual. The reasons for this could be that some of the rugby players in provincial level play rugby nationally where the anthem is performed before each game. Additionally, some of the rugby players within provincial- and residential level who do not perform it as a requirement could perform the anthem individually as a ritual as it has personal value.

There are potentially an infinite number of stressful situations for rugby players. However, the top three stressful situations experienced by professional rugby players are injury, mental errors and physical errors⁴⁴. The results of the current study show that majority of rugby players across all three competitive levels indicated these situations as stressful. The current study also shows that physical errors made by oneself are more stressful for rugby players on club level than on provincial level, injuries are more stressful for rugby players on provincial level than on club level and that bad weather conditions are more stressful for rugby players on provincial level than on residence level.

According to Collier⁴⁵, emotional expression encompasses spontaneous or deliberate verbal and non-verbal expression. Of the many emotions, anger is frequently expressed as aggressive behaviour (particularly in a contact sport such as rugby) among players, coaches and spectators^{46,47}. However, a study done in 2014 by Dublihlela & Chinomona⁴⁸ has shown that even though South African athletes experience hostility,

anger, verbal aggressive behaviours and physical aggression similarly to Western populations, they have a general tendency to disapprove of aggressive behaviour. This might shed some light on the general tendency of all three teams in the current study to use positive verbal expressions (such as encouraging and congratulating) more often than negative verbal expressions (such as threatening and name-calling). The same is true for positive (touch) and negative non-verbal expressions (ignoring or physical aggression).

The results of the adapted ERQ²⁰ indicate that all three teams tend to use suppression rather than reappraisal in both a social setting and during a game of rugby. Literature shows that reappraisal is a more effective emotional regulation strategy than suppression⁴⁹. To use suppression more than reappraisal affects social relationships and general well-being negatively^{50,51}. As the rugby players on all three competitive levels tend to use suppression more than reappraisal it can be deduced that their general health and well-being may be compromised.

Limitations and Recommendations

A lengthy questionnaire and possible different interpretations of some questions have been identified as possible study limitations.

In order to further comprehend the occupation of rugby and how certain aspects differ on different competitive levels, we recommend follow-up studies that investigate role conflict and the impact thereof, team rituals and their influence on the team cohesion and performance as well as to investigate the reasons for certain situations to be more stressful for different levels.

In order to comprehend the greater picture of rugby as an occupation and the demands it places on the person it would be beneficial to further investigate the other performance patterns and client factors as described in the Occupational Therapy Practice Framework⁵² and investigate the comparison thereof on different competitive levels.

Conclusion

Evidence from the current study emphasises differences and similarities between roles, rituals and emotional regulation of rugby players on different competitive levels.

The results of the current study showed that the roles that rugby players assume and the value which they attach to each role varies significantly on the different competitive levels. Although there are similarities with regards to rituals that the rugby players perform before and during a game of rugby, there are significant differences between the different competitive levels. These significant differences are due to various contextual and personal factors. Rugby players on all three completeive levels perceive the same situations within rugby as stressful. However, it is apparent that the degree to which these situations are experienced as being stressful differs significantly across the three levels of competition. Across all three levels, the use of positive verbal and non-verbal expression is used more than negative verbal and non-verbal expression. Furthermore, emotional suppression is used more than situational reappraisal in a social setting and during a game of rugby across all three levels, negatively influencing rugby players' health and well-being.

People engage in rugby as spectators, players and organisations on many different levels for the purpose of leisure, work and play. This study adds evidence to the knowledge base of occupation regarding roles, rituals and emotional regulation that substantiates the meaning of the sport for the person, organisation or community engaging in the game of rugby.

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Table 1: The roles that rugby players on three different competitive levels assume and the ranking of importance

Roles	Club Level (n=15)		Provincial Level (n=15)		Residence Level (n=15)	
	Frequency (%)	Median (Range)	Frequency (%)	Median (Range)	Frequency (%)	Median (Range)
Rugby Player	15 (100)	40 * (12.5-100)	15 (100)	57.1 * (25-80)	15 (100)	87.5 * (12.5-100)
Other occupations	15 (100)	40 * (12.5-80)	8 (53)	100 * (50-100)	15 (100)	68.8 * (12.5-100)
Father	1 (6.7)	80 * (25-87.5)	3 (20)	33.3 * (16.7 -50)	2 (13.3)	33.3 (12.5-100)
Partner^o	0 (0)	75 (40-100)	6 (40)	50 (14.3-100)	1 (6.7)	50 (25-100)
Son	14 (93.3)	37.5 (20-80)	11 (73.3)	41.5 (20-75)	12 (80)	36.7 (12.5-75)
Grandson	12 (80)	68.8 (37.5-100)	5 (33.3)	84.5 (40-100)	4 (26.7)	71.3 (37.5-100)
Friend	13 (86.7)	62.5 (12.5-100)	11 (73.3)	80 * (20-100)	15 (100)	50 * (25-75)

^o Member of a married couple or of an established unmarried couple (Oxford Dictionaries 2015)

* Significant Difference between levels

Table 2: Additional occupations of rugby players on three different competitive levels

Occupations	Club Level (n=15)	Provincial Level (n=15)	Residence Level (n=15)
	Frequency (%)	Frequency (%)	Frequency (%)
Student	15 * (100)	6 * (40)	15 * (100)
Work	3 (20)	4 (26.7)	4 (26.7)
Student and Work	3 (20)	1 (6.7)	4 (26.7)

* Significant difference between levels

Table 3: Rituals performed before and during a game of rugby

Rituals	Club Level (n=15)	Provincial Level (n=15)	Residence Level (n=15)
	Frequency (%)	Frequency (%)	Frequency (%)
<i>Rituals performed before a game of rugby</i>			
Listening to Music	12 (80)	13 * (86.7)	8 * (53.3)
Positive Self-speech	8 (53.3)	6 (40)	8 (53.3)
Visualisation	13 * (86.7)	10 (66.7)	8 * (53.3)
Prayer	12 (80)	14 (93.3)	13 (86.7)
Body Warm- Up	11 (73.3)	10 (66.7)	9 (60)
Kissing of a Symbolic Object	0 (0)	1 (6.7)	0 (0)
Singing	2 (13.3)	2 (13.3)	2 (13.3)
Anthem	9 * (60)	2 * (13.3)	1 * (6.7)
<i>Rituals performed during a game of rugby</i>			
Positive Self Speech	10 (66.7)	10 (66.7)	8 (53.3)
Kissing of a Symbolic Object	0 (0)	0 (0)	0 (0)
Prayer	9 (60)	9 (60)	11 (73.3)
Counting	3 (20)	1 (6.7)	1 (6.7)
Visualisation	10 (66.7)	6 (40)	5 (33.3)

Motivating a team mate and receiving motivation	10 (66.7)	11 (73.3)	10 (66.7)
Stretching	7 (46.7)	8 (53.3)	7 (46.7)

* Significant difference between levels

Table 4: Stressful situations experienced during a game of rugby as well as their ranking (* Significant difference between levels)

Stressful Situations	Club Level (n=15)			Provincial Level (n=15)			Residence Level (n=15)		
	Frequency (%)	Median (range)		Frequency (%)	Median (range)		Frequency (%)	Median (range)	
Physical errors made by oneself	15 (100)	10* (7.1-42.9)		13 (86.7)	16.7* (7.1-100)		15 (100)	14.3 (7.1-75)	
Physical errors made by a team member	14 (93.3)	48.1 (7.7-92.9)		11 (73.3)	61.5 (23.1-100)		11 (73.3)	42.9 (14.3-100)	
Mental errors made by oneself	15 (100)	23.1 (15.4-100)		14 (93.3)	25 (7.7-100)		13 (86.7)	23.1 (7.7-61.5)	
An injury	15 (100)	57.1* (23.1-100)		13 (86.7)	30.8* (8.3-100)		15 (100)	30.8 (7.1-100)	
Injury of a key team member	13 (86.7)	69.2 (30-100)		10 (66.7)	59.9 (38.5-100)		12 (80)	40.7 (21.4-92.9)	
Criticism from the coach	12 (80)	33.3 (7.1-85.7)		10 (66.7)	50 (7.7-87.5)		13 (86.7)	38.5 (7.7-85.7)	
An opponent playing well	12 (80)	61.5 (30.8-92.3)		9 (60)	84.6 (15.4-92.3)		11 (73.3)	69.2 (28.6-92.3)	
An opponent cheating	11 (73.3)	76.9 (38.5-100)		10 (66.7)	74.2 (30.8-100)		11 (73.3)	64.3 (38.5-92.3)	
Receiving a wrong call from the official	13 (86.7)	53.8 (30.8-100)		11 (73.3)	46.2 (7.7-100)		12 (80)	51.9 (23.1-78.6)	

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Bad weather	13 (86.7)	64.3 (15.4-92.3)	10 (66.7)	61.5 * (42.9-84.6)	12 (80)	77.8 * (35.7-100)
Poor turnout or lack of support from the crowd	11 (73.3)	84.6 (42.9-100)	8 (53.3)	81.3 (38.5-100)	11 (73.3)	85.7 (53.8-100)
Confusion by drills	14 (93.3)	55.5 (28.6-100)	12 (80)	60.4 (7.1-100)	12 (80)	57.7 (7.1-92.9)
Miscommunication between team members on the field	15 (100)	42.9 (7.1-100)	12 (80)	68 (14.3-100)	11 (73.3)	76.9 (30.8-100)

Table 5: Verbal and non-verbal expressions used during a game of rugby directed towards other players, the coach or referee

Expressions	Club Level (n=15)	Provincial Level (n=15)	Residence Level (n=15)
	Frequency (%)	Frequency (%)	Frequency (%)
Verbal expressions			
Encouraging	13 (86.7)	13 (86.7)	15 (100)
Congratulating	13 (86.7)	13 (86.7)	13 (86.7)
Telling someone how you feel	3 (20)	7 (46.7)	5 (33.3)
Teasing	6* (40)	1* (6.7)	5 (33.3)
Threatening	5 (33.3)	2 (13.3)	2 (13.3)
Swearing	11 (73.3)	10 (66.7)	7 (46.7)
Shouting	7 (46.7)	8 (53.3)	7 (46.7)
Name calling	5 (33.3)	1 (6.7)	3 (20)
Non-verbal expressions			
Touch	14 (93.3)	11 (73.3)	13 (86.7)
Facial expressions	5 (33.3)	4 (26.7)	2 (13.3)
Body movements or gestures	14* (93.3)	8* (53.3)	11 (73.3)
Physical aggression	5 (33.3)	4 (26.7)	4 (26.7)
Ignoring	3 (20)	4 (26.7)	3 (20)

*Significant difference between levels

Table 6: Emotional regulation – reappraisal and suppression used by rugby players during a game of rugby and on a social setting

Emotional Regulation Strategies	Club Level (n=15)	Provincial Level (n=15)	Residence Level (n=15)
	Median (range)	Median (range)	Median (range)
Reappraisal – Rugby	5.0 (2-6.7)	5.2 (3.9-7.0)	5.3 (3.3-6.5)
Reappraisal – Social	5.3 (3.8-6.8)	5.7 (4.3-7.0)	5.0 (3.8-6.5)
Suppression – Rugby	3.5 (1.5-4.8)	3.3 (2.3-5.5)	3.8 (1.8-5.5)
Suppression - Social	2.3 * (1.3-4.0)	2.8 (1.0-6.3)	3.5 * (2.3-5.3)

*Significant difference between levels

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