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Dr. Rana Turki Naji
Assistant Professor, Department of physical education and sports sciences, College of Basic Education, Al-Mustansiriya University, Iraq

An analytical study of the reality of leadership styles among managers of women's fitness halls in Baghdad

Dr. Rana Turki Naji

Abstract
The researcher conducted this study in order to identify and analyze the leadership styles used by the managers of fitness gyms (women) in the province of Baghdad, as the research included four chapters. The researcher also noted the importance of conducting this research to identify the leadership methods used by the directors of those halls, which contribute to attracting female trainees and thus increasing sports awareness and sports culture in the community. How much this section included the research problem, which is the extent of the impact of the quality or patterns of leadership styles on the level of work and achievement of the directors of sports halls. The types of methods they use the research also included in its second chapter the research methodology and its practical procedures, as the researcher used the descriptive method in the way of survey studies by building a scale with leadership styles and applying it to the research sample that included captains and managers of women's gymnasiums for fitness in Baghdad. In the third chapter, statistical transactions were conducted on the data extracted from applying the scale to the sample and transforming Answers to statistical numbers that enable it to carry out the required statistical treatments. As for the fourth and final chapter, the conclusions obtained by the researcher through the scientific procedures followed in her current research were mentioned, as well as the recommendations that the researcher decided to mention for the scientific benefit of the research.

Introduction
Research importance
Sports in fitness halls represent a way of life for many away from competitive sports, and its culture spread throughout the world in a distinctive way during this period of time, and the societal interest in sports in general, and in fitness and physical beauty in particular, and the special focus of women in this field, contributed to the improvement of living for many. In increasing the interest in this aspect, so that gyms goers more day by day, accompanied by a great development in these halls of structural design and modern sports equipment used, which was positively reflected in the number of sports practitioners inside these halls of different ages and categories to become fitness halls and bodybuilding halls a haven for public health And body fitness in accordance with the old saying (a healthy mind in a healthy body), and fitness sports gradually expanded and acquired privileges for new concepts in several areas, including the field of exercise and diet, including the technological field, including the administrative field and ideas related to managing these halls and dealing with the pioneers of them, as the media played The Jamahiriya plays an important role in shaping the culture of fitness and sports In general, the management of these halls in the correct scientific and administrative manner had the greatest and optimal role in it. Since the style and method of managing these halls is fundamentally different from the management of the rest of the sports facility, sports institutions and organizations have administrative and federal bodies that manage them, in addition to the general body, which often has a prominent role in managing these institutions through expressing opinions and proposals, and so on. While in these halls or halls, leadership or management is limited to a person or a very limited number of people, and therefore any defect or failure in the style of leadership or management will have a negative impact on the visitors of these halls, and thus a loss in a sports audience and a positive social culture. Hence the importance of the current research through the study and analysis of the leadership methods adopted in the management of these halls and their repercussions on the

Corresponding Author:
Dr. Rana Turki Naji
Assistant Professor, Department of physical education and sports sciences, College of Basic Education, Al-Mustansiriya University, Iraq

level of turnout or continuity in visiting these places by society in general and the female element in particular.

Research problem
Fitness and physical building gyms have been developed and spread quite a bit in recent times, as they have become a large number that is not determined by a specific number and is not limited to a place, and thus is a positive indicator of the society's need for a non-competitive sports culture, and the performance of the captains and managers of these halls in how to manage The leadership of the community that attends these halls is important in achieving the desired goals and the success of the work of these halls, as the approach taken may have negative or positive repercussions towards the groups that frequent the gymnasiums through the development and increase of the desire to commit and persevere in attending these places and thus increase the culture and sports awareness within the community or reverse This leads to a reluctance or negative rejection of these places, and because the researcher is concerned with women's sports affairs, as she is a sports and teaching academy with a specialization in physical education and sports sciences, in addition to being a frequenter of fitness halls (women's gym) she decided to research in this aspect and study the leadership methods taken by administrators and captains These halls, and thus obtaining sufficient information to develop this aspect, and working on guidance to take the best methods Leadership used to manage these hall.

Research aims
Recognizing the reality of the leadership styles adopted by the directors of fitness gyms in Baghdad.

Research areas
1. The human field: managers and captains of sports halls and fitness halls in Baghdad.
2. Time range: from 5/19/2021 to 5/8/2021.
3. Spatial domain: Women's fitness halls and halls in Baghdad, both sides of Karkh and Rusafa.

Research methodology and procedures Research Methodology
The researcher used the descriptive approach in the survey method, as this approach fits the nature and problem of the current study, where it defines "the research that depends on the study of reality or the phenomenon as it exists in reality and is concerned with as an accurate description through the qualitative expression that describes the phenomenon and explains its characteristics, or the quantitative expression that

gives a description Digitally showing the magnitude and magnitude of the phenomenon. (74:1)

Research community and sample
The research community means "all members or elements, whether they are objectives, subjects, or individuals, the researcher seeks to generalize the results of his research to them" (101:2). The selection of the community is one of the necessary things in writing scientific research, as the selection of the research community is identical and appropriate to the research problem and its objectives, and the sample is "that part that represents the research community or the model on which the entirety of its work is conducted" (67:3). Of the managers of gymnasiums for fitness in Baghdad, from whom the sample was chosen randomly, the scale building sample was (60) managers and captains, and the total sample number for the application was (76) managers and captains distributed over all Baghdad regions.

Scientific research tools, means and devices used in research
1. Arab and foreign sources.
2. The leadership styles scale questionnaire.
3. The two expert survey forms in determining the areas and paragraphs of the scale.
4. An electronic calculator for a laptop (Lenovo.)
5. Forms to unload the raw data.

Research procedures
The goal of the researcher in conducting this study is to achieve the goals by arriving at the scientific facts about the phenomenon to be studied, and for that, she requires the availability of a measurement tool commensurate with the nature of this phenomenon and measures its characteristics without discrimination or bias and in a clear manner.

Building a leadership style scale
First: Determine the areas of measurement:
After the researcher reviewed the sources from theoretical studies and related research, and through analyzing this information and literature related to the topic of leadership styles, the researcher was able, and through the results of this research, to reach a proposal of (6) areas: (the democratic style, the dictatorial style, the undirected style, the training style, The method of social support, the method of positive reinforcement) and presented it to a group of specialists and experts in the field of management, sports organization, testing and measurement, and their number was (9) experts, as indicated in Appendix (1) shown in table (1).

Table 1: Percentages of experts' opinions on the validity of the proposed axes

No	Fields	Expert opinions		Percentage	Ka2 value	Indication
		Agree	Disagree			
1	Democratic style	11	0	%100	11,00	moral
2	dictatorial style	11	0	%100	11.00	moral
3	undirected style	10	1	%91	9.00	moral
4	training style	8	3	%78	7.66	moral
5	social support style	11	0	%100	11.00	moral
6	positive reinforcement method	9	2	%84	8.09	moral

Significant at the level of significance (0.05) and the tabulated KA value of 3.841

Second: Determining and numbering the scale statements
After defining the fields and according to the theoretical definitions of each field and based on the Arab and foreign theoretical studies that the researcher reviewed, in addition to

some standards related to the phenomenon to be worked on in the current research, the researcher formulated the paragraphs of the current scale in its initial form, which amounted to (40) paragraphs distributed over the axes The (6) and presenting it

to the experts for the purpose of expressing their opinions, evaluating them, and judging them in terms of their formulation and validity in measuring leadership styles and the direction of the negative and positive expressions, and verifying the validity of the five-year assessment scale

(always, most of the time, sometimes, rarely, never) in order to express an opinion on the extent The paragraphs were appropriate to the scale areas, and in light of the opinions and observations made by the experts, all the paragraphs were approved.

Table 2: shows the percentage of experts' opinions on the validity of the scale items

Number of paragraphs	Paragraph sequence	Agree	Disagree	Ka2 value	Statistical significance
22	-22-21-23-18-16-14-10-9-7-5-3-2 40-39-37-36--31-30-29-28--25-24	11	0	11.00	moral
11	1-35- 32-27-19-15-17-11-6-4-1	10	1	9.00	moral
7	38-34-33-20-13-12-8	9	2	7.44	moral

Third: Calculating the weights of the alternatives

The researcher adopted the Likert method in the measurement because it is compatible with the nature, procedures and nature of the research and the approved questionnaires, the weight was given (2) degrees, the phrase (sometimes), the weight was given (3) degrees, the phrase (most of the time), the weight was given (4) degrees, and the phrase (always), the weight was given (5) degrees, and the scale is corrected by giving A score for each response for each individual from the sample and for each item of the scale, then summing these

scores to find the total score for each form, in his answer to the scale's (40) items, as the highest score that can be obtained for each item is (5) degrees and the lowest A degree is (1) degree

Fourth: Levels of the Scale Degree

The levels of the scale were found based on the range method according to the estimation of the degrees of the five-year scale. The level of the leadership styles scale was divided as follows:

Table 3: shows the percentage and levels

No	Level Type	Middle	Percentage	Level Type
1	First Level	From 1 To Less Than 1.8	0.2 To 0.36	Low
2	Second Level	From 1.81 To Less Than 2.6	0.36 To 0.52	Acceptable
3	Third Level	From 2.61 To Less Than 3.4	0.52 To 0.68	Average
4	Fourth Level	From 3.41 To Less Than 4.2	0.68 To 0.84	High
5	Fifth Level	From 4.21 To Less Than 5	0.84 To 100	Highest

Survey experience

The researcher conducted the exploratory experiment on (60) managers and captains of gymnasiums specialized in fitness from the research community and outside the main research sample. As well as identifying all the obstacles that may face the main research procedures.

Scientific Parameters of the Research Tool: Honesty

It means that "the scale measures the characteristic that it was prepared to measure, and honesty is one of the basic conditions and scientific foundations for building standards" (4:108)

A. Content Validity

There are two indicators of content validity, the first of which is the apparent validity (Face Validity), which indicates the extent to which the paragraphs of the scale are related to the variable to be measured. The apparent validity of the scale was achieved when the scale was presented in its initial form to a group of experts to judge the validity of its paragraphs in measuring the achievement of educational and educational duties. To be honest in the current scale at the beginning of preparing the scale by defining the concept of completing educational and educational duties and defining its areas and paragraphs with the help of a group of experts.

B. Construction Validity
First: the discriminatory power of paragraphs

This method aims to estimate the validity of the test on the basis of its ability to distinguish between those with high scores and those with low scores in the trait or ability measured by the test. For the purpose of revealing the discriminatory power of the paragraphs, the answers of all the exploratory experiment sample of (76) managers and captains were unloaded. The total score for each of the forms was determined. The forms are arranged in descending order from the highest score to the lowest score. Then a percentage (27%) of the higher grades was chosen and represented by (19) forms, and the same for the lower degrees by (27%) and represented by (19) forms, to represent the extremist group and the exclusion of (46%) the middle degrees, which amounted to (32) forms, as it confirmed Kelly (1939) and Mehrens and Lehmann (1973) that the adoption of 27% gives the largest size and differentiation. (2: 79). Then the (t.test) test was used for the purpose of calculating the coefficient of discrimination for each paragraph of the scale (42). The results showed that the calculated significance level is smaller than the value of the approved significance level (0.05), which means the significance of all calculated (t) values and for all paragraphs except for paragraph (36) and as shown in Table (4).

Table 4: The discriminatory power of the scale preparation items

Different types C.S.(*)	Sig	t-test	senior group		lower group		No
			Std. Deviation	Mean	Std. Deviation	Mean	
Morel	0.000	3.423	1.214	3.222	0.988	1.899	1
Morel	0.000	2.751	1.063	3.304	1.079	2.343	2
Morel	0.000	4.279	1.117	3.608	0.7827	2.712	3
Morel	0.000	3.871	1.170	3.517	0.942	2.320	4
Morel	0.000	4.032	1.418	3.244	0.752	2.030	5
Morel	0.000	8.145	0.994	3.478	0.722	1.773	6
Morel	0.000	8.112	0.730	3.965	0.705	2.111	7
Morel	0.000	6.111	1.117	3.044	0.844	1.987	8
Morel	0.000	6.772	1.127	3.181	0.587	2.231	9
Morel	0.001	3.455	1.261	3.854	0.861	2.514	10
Morel	0.000	4.609	1.021	4.222	2.116	2.253	11
Morel	0.000	6.133	1.355	3.121	0.576	2.173	12
Morel	0.003	3.121	1.208	4.612	0.983	2.293	13
Morel	0.000	3.441	1.322	3.890	1.172	2.438	14
Morel	0.000	7.733	1.308	4.001	0.961	2.121	15
Morel	0.000	6.109	0.835	3.333	0.967	2.329	16
Morel	0.000	4.129	1.225	4.543	0.789	2.511	17
Morel	0.000	7.349	0.921	3.810	0.722	1.878	18
Morel	0.000	3.375	1.218	3.450	0.922	1.920	19
Morel	0.000	7.832	1.211	4.208	0.972	1.988	20
Morel	0.000	8.322	1.207	4.353	0.884	2.622	21
Morel	0.000	8.786	0.834	4.173	0.850	2.2173	22
Morel	0.000	7.015	0.965	4.318	0.8355	2.143	23
Morel	0.000	7.121	0.723	4.313	1.044	2.120	24
Morel	0.000	7.666	1.053	3.739	0.8316	1.652	25
Morel	0.000	5.244	0.992	4.012	0.751	2.134	26

Cont..

Different types C.S.(*)	Sig	t-test	senior group		lower group		No
			Std. Deviation	Mean	Std. Deviation	Mean	
Morel	0.000	7.454	0.831	4.3478	0.934	2.347	27
Morel	0.000	8.312	1.036	3.522	0.746	2.170	28
Morel	0.000	4.018	0.992	4.069	0.9021	2.052	29
Morel	0.011	3.127	1.108	4.129	0.661	1.933	30
Morel	0.000	5.243	0.975	3.9565	0.9820	2.652	31
Morel	0.000	6.401	0.812	3.366	0.591	2.523	32
Morel	0.000	4.633	1.066	3.713	0.8611	2.253	33
Morel	0.021	2.998	1.190	3.646	0.6811	1.734	34
Morel	0.000	4.614	1.089	3.762	1.054	1.912	35
Not Morel	0.093	1.334	0.9540	3.442	0.763	2.616	36
Morel	0.000	3.969	1.0137	4.1304	1.536	2.217	37
Morel	0.014	3.021	1.101	4.427	1.812	2.047	38
Morel	0.000	4.122	1.161	3.9130	0.920	1.6521	39
Morel	0.000	6.342	1.108	3.527	1.551	2.032	40

*Significant ≤ 0.05 and degree of freedom (40)

Second: the internal consistency coefficient (the relationship of the paragraph degree with the total degree)

The internal consistency coefficient is used, as it "provides us with evidence of the homogeneity of the paragraphs" (5: 47) and the internal consistency coefficient is "the correlation coefficient between the scores of each paragraph and the total score of the scale" (6: 113) and to find the internal consistency coefficient, the Pearson correlation coefficient was used Between the score of each item and the total score of the scale and for all members of the sample (76) managers and captains, it became clear that (2) items are not statistically significant, which are (5. and 32), and they have been excluded from the scale because the correlation coefficient for each is less than the degree of moral correlation at the level of significance (0.05) And Table (5) shows the internal consistency coefficient and Appendix (3) shows the final scale, and thus there are (40) items left to measure the leadership styles, which are:

Table 5: Pearson's simple correlation coefficients for checking the validity of items by way of internal consistency between the responses of each item and the total score of the scale

Sig	R (Correlation Coeff.)	No	Sig	R (Correlation Coeff.)	No
00000	0,602	21	00000	0,466	1
00000	0.513	22	00000	0.621	2
00000	0.523	23	00000	00495	3
0,000	0,704	24	00000	0,562	4
0,000	0,523	25	00000	0.133	5
0.001	0.325	26	00000	0.422	6
0,000	0,607	27	00000	0,476	7
0.000	0.457	28	00032	0.252	8
00001	00493	29	00000	00386	9
00008	0.277	30	00004	0,309	10
00000	0.438	31	0.000	0.737	11
00079	0.194	32	00004	0,306	12
00029	0,254	33	0,000	00482	13
0,000	0.487	34	00048	0,241	14
000‹0	00562	35	00011	00268	15
00000	00.432	36	00000	0.392	16
00001	0,304	37	00019	0.262	17
00000	0,575	38	00003	0.313	18
0,000	0.526	39	00000	0,652	19
			0,002	0,314	20

Scale stability

In order to verify the stability of the scale, the researcher used the split-half method, and this method relies on dividing the test items into two halves, the first containing the odd-numbered items and the other containing the even-numbered items, and thus this method covers equal scores for the two halves of the items" (7:244)). Extracting the correlation coefficient between these two, and the value of the correlation coefficient between the two halves was (0.683) at an error level of (0.000), and Fuad Al-Bahi Al-Sayed says, "It is possible to predict the stability coefficient of any scale if we know the stability coefficient of half or part of it" (8: 421) And as we learned that this value shows the stability of half of the test, so (Spearman-Brown equation) was used, so the value of the stability coefficient of the half of the test was modified by Spearman-Brown's stability significance equation. High, reliable to estimate the stability of the test.

Scale application (main experiment)

The researcher began to apply the leadership styles scale, in cooperation with the work team, by distributing it to the research sample of (76) managers and captains of fitness halls on 1/7/2021 and ended on 7/7/2021. The assistant work team assisted the researcher in distribution and retrieval.

Statistical means

The statistical data was processed by using the ready-made program (SPSS) * The following statistical means were extracted:
1. Arithmetic mean.
2. The standard deviation.
3. Percentage.
4. Alpha correlation coefficient.
5. t-test.
6. Relative importance.

Presentation, analysis and discussion of the results:

Presentation of results, arithmetic means, standard deviation, t-value, significance of differences and their analysis.

Table 6: shows the arithmetic mean, standard deviation, and t-value in comparison with the hypothetical mean of the leadership styles scale

Application sample	The arithmetic mean of the sample	Standard deviation	Hypothetical arithmetic mean	Calculated T value	Auction value sig	The significance of the differences
76	166.30	36.08	158	1.88	0.038	Morel

Significant > (0.05) and degree of freedom (n-1) = 75

Table (6) shows the value of the means, standard deviation, hypothetical mean, and T- value, as the arithmetic mean value reached (166.30), with a standard deviation of (36.08), and the hypothetical arithmetic mean reached (158) and the calculated T value was (1.88), and thus it was found that the value of The significance (sig) reached (0.038), which is smaller than the significance level (0.05), and then this indicates the significance of the answer among the target sample in the research.

Table 7: Shows the arithmetic mean and the number of paragraphs for each of the leadership styles axes

Field	Number of paragraphs	N	Arithmetic mean	Median	Range
Reinforcement	7	42	12.66	13	18
Social	7	42	13.09	13	14
Training	9	42	28.54	28	37
Dictatorship	6	42	8.99	9	9
Undirected	7	42	12.43	12	13
Democrat	6	42	9.66	10	11

By looking at Table (7), it was noted that the training method had the highest arithmetic mean of (28.54), and this indicates that managers in fitness gyms follow this method more than the rest of the methods, followed by the social method with an arithmetic mean of (13.09), and a solution The dictatorial style ranks last in the sequence of methods used by obtaining an arithmetic mean of (8.99), and here the researcher concludes that the training style and the social style are the most used by managers and captains of women's gyms for agility.

Discussing the results of the sample answers in the leadership styles scale

Through the results obtained after the statistical procedures and treatments on the testers' answers from the directors of the women's fitness halls, which showed the significance of the answers, as the value of the responses was positive, through the managers' possession of leadership styles in the management of gymnasiums, which they should have, but differ from Person to person, and this affects the level of attendance and perseverance in attending these halls, and here it should be noted that the training, social, democratic and other methods of flexible leadership that give the customer or the athlete visiting these halls rights and impose on them some duties that must be followed while in these halls Has obtained the majority in the responses, and thus it becomes clear that the managers in most of the halls have followed the effective method in a positive way and thus obtained the desired results, as "Leadership is a combination of features that enable the individual to motivate others to complete the tasks assigned to them" (215:9) Also, some of the methods used got a lower percentage of the responses of the examinees, as they are inflexible and low- productive methods in terms of acceptance and acceptance, as well as These methods are characterized by a tired nature in performance or they do not suit the captain or the manager, as these must be characterized by a high sportsmanship, away from dictatorial and authoritarian dealings, which may reflect negatively on the trainees or the visitors of these halls.

Conclusions and Recommendations: Conclusions

Through the results of the study obtained by the researcher reached several conclusions, namely:
The scale that was built, which measures the managers and captains of women's gyms for fitness, contained in its vocabulary six axes that included in its paragraphs everything that pertains to the phenomenon under study, and through this scale, abundant information was obtained regarding the managers' use of the appropriate style of leadership.
1. The emergence of leadership styles at levels from the highest and most used to the least used, according to acceptability and the results obtained from their use.
2. The most used leadership styles by gym managers and captains are the training style, then the social style, then the democratic style, then the reinforcement style, then the non-directive style, then the dictatorial style.

Recommendations

In light of the results and conclusions obtained by the researcher recommended the following:
1. Applying the scale to other samples and societies to identify the leadership styles used in other fields.
2. The necessity of paying attention to the leadership methods used in gyms and all competitive and non-competitive sports facilities to reach the best outcomes.
3. Work to develop the leadership styles of all the leaders and managers of the sports facility, especially gyms for fitness, both men and women.

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Appendix 1: The names of the experts and specialists and their places of work

No	Name	Title	Jurisdiction	Workplace
1	Dr. Ali Yousef	Prof.	Sports psychology	College of Physical Education and Sports Sciences / University of Baghdad
2	Dr. Saleh Radi Amish	Prof.	Tests and Measurement	College of Physical Education and Sports Sciences / University of Baghdad
3	Dr. Waad Abdul Rahim Farhan	Prof.	Curricula	College of Physical Education and Sports Sciences / University of Baghdad
4	Dr. Ismail Mohamed Reda	Prof.	Sports Management	College of physical education and sports sciences / University of Baghdad
5	Dr. Salam Hantoush Rasheed	Prof.	Sports management	College of Basic Education / Al-Mustansiriya University
6	Dr. Salah Wahhab Shaker	Assistant Professor	sports management	College of Physical Education and Sports Sciences / University of Baghdad
7	Dr. Hoda Abdel Samee	Assistant Professor	Teaching methods	College of Physical Education and Sports Sciences for Girls / University of Baghdad
8	Dr. Sondos Musa Jawad	Assistant Professor	Sports management	College of Education, Physical and Sports Sciences for Girls / University of Baghdad
9	Dr. Muhannad Abdul Hassan Aboud	Assistant Professor	Sports management	Institute of Administration / Rusafa

Appendix 2: Names of the assistant work team and their place of work

No	Name	Specialization and place of work
1	Dr. Haider Ali Musa	PhD in physical education and sports sciences / Ministry of Education
2	Dr. Tahseen Ali Hatem	PhD in physical education and sports sciences / Ministry of Education
3	Muhammad Hussain Nazim	Master's degree in physical education and sports sciences / Al-Mustafa College
4	Eng. Ammar Thamer Raja	Master's degree in Psychology / Al-Bayan University
5	Amjad Jatheer Musa	Bachelor's degree Physical Education and Sports Science / Frontier Sports Club

Appendix 3: Leadership styles scale

No	Paragraph	Always	Most of the time	Sometimes	Unique	Absolutely
1	Make the workout atmosphere in the hall lively and encouraging					
2	Use all factors to achieve the goals of the exercise					
3	Listen and encourage important notes from the trainees					
4	I do not listen to the comments and opinions of the trainees in the hall					
5	I do not mind giving additional time to participate in one of the trainees for the purpose of compensation					
6	Pay attention to what the trainees notice in the hall					
7	I encourage the trainees to come up with new suggestions that will renew and develop the work of the hall					
8	I lead group activities and exercises by myself					
9	Allow female trainees to participate in additional training when the subscription expires					
10	Give confidence to the trainees during training					
11	Work on managing the hall and exercise and creating an atmosphere of cooperation and love					
12	I delegate some powers to the trainees when I am busy with a specific topic					
13	Allow the trainees to participate in carrying out some tasks					
14	Do not give a chance to rest while doing exercises					
15	I notice the grumbling and boredom of some of the trainees and ignore them					
16	I always address the trainees in an imperative tone					
17	I do not hesitate to expel any trainee I do not like					
18	I do not give importance to the number of people who go to the prayer, whether it increased or decreased					
19	My style is a reflection of my personality in life					
20	Begin the exercise by giving sharp commands and end with the same thing					
21	I don't care about general sports goals					
22	I don't care about any criticism or loss.					
23	Employ the capabilities of the trainees to serve the purpose of their presence					
24	Give the trainees the opportunity to choose some recreational exercises during the training					
25	I do not tolerate the leadership and management of the hall and do not allow anyone to participate in it					
26	Nobody influences my decisions in the hall					
27	I don't need to be in the hall all the time					
28	I don't care what matters to the trainees					
29	I don't care that all the trainees participate in the exercise session					
30	Consider the exercise session as a recreational opportunity for the trainees					
31	Motivate good exercisers to be creative					
32	Appreciate me when a player is special					
33	Give the exercisers the opportunity to express their talent or ability to perform the exercise in a distinctive way					
34	Explain the methods of performing the exercises and the purpose of them for all the exercisers					
35	I make sure that each trainee works according to her abilities					
36	Pay special attention to correcting errors in performance					
37	Point out the strengths and weaknesses of each exerciser					
38	I help solve some personal problems of the exercisers					
39	I encourage social relations between me and the players					
40	Sometimes, invite the trainees to special social events and invitations					