

EXAMINING THE RELATIONSHIPS BETWEEN UNIVERSITY STUDENTS' BEHAVIORAL REGULATION OF EXERCISE, SELF-ESTEEM AND LEADERSHIP ORIENTATIONS*

Üniversite Öğrencilerinin Egzersizde Davranışsal Düzenlemeleri, Benlik Saygısı Ve Liderlik Yönelimleri Arasındaki İlişkilerin İncelenmesi

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Araştırma Makalesi / Research Article

Gönderi Tarihi / Received :29.01.2025

Kabul Tarihi / Accepted :05.06.2025

Online Yayın Tarihi / Published : 30.06.2025

<https://doi.org/10.71243/dksbd.1629007>

Abstract

The main purpose of this study is to examine the relationships between university students' behavioral regulations in exercise, self-esteem, and leadership orientations. To achieve this aim, the study population consisted of 781 students enrolled in the Sports Sciences Faculty at Bayburt University during the fall semester of the 2021–2022 academic year, while the sample included 428 students who voluntarily participated in the research. The study employed the relational survey model, which is one of the quantitative research methods. Data were collected through a structured questionnaire, which comprised a personal information form, the Behavioral Regulations in Exercise Scale-2, the Rosenberg Self-Esteem Scale, and the Multifaceted Leadership Orientation Scale. The collected data were analyzed using frequency and percentage distributions, along with Spearman and Pearson Correlation Analyses to determine the relationships among the variables. The findings revealed a significant relationship between the sub-dimensions of the self-esteem scale and the Behavioral Regulations in Exercise Scale-2. Additionally, a notable correlation was identified between self-esteem and the Multifaceted Leadership Orientation Scale. Finally, a relationship was also found between leadership orientation and behavioral regulations in exercise. Based on these results, it can be concluded that higher levels of behavioral regulation in exercise positively influence self-esteem, and in turn, increased self-esteem enhances leadership orientation among university students.

Keywords: Student, behavioral regulation in exercise, self-esteem, leadership orientation.

Özet

Bu çalışmanın temel amacı, üniversite öğrencilerinin egzersizdeki davranışsal düzenlemeleri, benlik saygısı ve liderlik yönelimleri arasındaki ilişkileri incelemektir. Bu amaç doğrultusunda, araştırmanın evrenini 2021–2022 akademik yılı güz döneminde Bayburt Üniversitesi Spor Bilimleri Fakültesi'nde öğrenim gören 781 öğrenci oluştururken, örneklemi gönüllü olarak katılım sağlayan 428 öğrenci meydana getirmiştir. Çalışmada nicel araştırma yöntemlerinden biri olan ilişkisel tarama modeli kullanılmıştır. Veriler; kişisel bilgi formu, Egzersizde Davranışsal Düzenleme Ölçeği-2, Rosenberg Benlik Saygısı Ölçeği ve Çok Yönlü Liderlik Yönelimi Ölçeği'nden oluşan yapılandırılmış bir anket aracılığıyla toplanmıştır. Toplanan veriler, değişkenler arasındaki ilişkilerin belirlenmesi amacıyla frekans ve yüzde dağılımları ile birlikte Spearman ve Pearson korelasyon analizleri kullanılarak değerlendirilmiştir. Araştırma bulguları, benlik saygısı ölçeği ile Egzersizde Davranışsal Düzenleme Ölçeği-2'nin alt boyutları arasında anlamlı ilişkiler olduğunu ortaya koymuştur. Ayrıca, benlik saygısı ile Çok Yönlü Liderlik Yönelimi Ölçeği arasında da anlamlı bir ilişki saptanmıştır. Son olarak, liderlik yönelimi ile egzersizde davranışsal düzenlemeler arasında da bir ilişki belirlenmiştir. Elde edilen bulgular doğrultusunda, egzersizdeki davranışsal düzenlemelerin benlik saygısını artırdığı, artan benlik saygısının ise liderlik yönelimini olumlu yönde etkilediği sonucuna ulaşılmıştır.

Anahtar Kelimeler: Öğrenci, egzersizde davranışsal düzenleme, benlik saygısı, liderlik yönelimi

*This article was derived from the master's thesis titled "Investigation of the Relationship Between Behavioral Regulations, Self-Esteem and Leadership Orientations of University Students in Exercise", accepted by Bayburt University Graduate Education Institute in 2022.

Introduction

Today, exercise is not only an important activity that improves the physical and psychological health of individuals but also plays a decisive role in personal development and social interaction processes. The literature provides different definitions of exercise, and these definitions generally emphasize the purpose, duration and structure of exercise. Below are some of the definitions of the term exercise encountered in the literature.

Various definitions are seen when the literature is examined in the context of the term exercise. In this context, the most common definition is "a set of movements performed with a specific plan, program and continuous repetitions to develop and maintain one's physical structure" (WHO, 2010). In addition, the concept of exercise has also been defined as the whole of physical activities that aim to develop and maintain one or more values in terms of physical fitness and include a plan and continuity in the system that creates movement and energy deficit (Budde, Schwarz, Velasques, Ribeiro, Holzweg, Machado, Staack and Wegner, 2016).

The continuity of exercise enables individuals to achieve many positive results both physiologically and psychologically. Exercise offers cognitive benefits such as increasing intelligence levels and improving body awareness and image (Aksoy and Kul, 2023). Socially, it helps to develop skills such as taking an active role in interaction with the environment, teamwork and respect by reducing anxiety in family and business life. In addition, the hormones secreted during exercise lead to an increased sense of pleasure and enjoyment. From a psychological point of view, exercise provides benefits such as reducing anxiety, improving sleep patterns and preventing negative thoughts. Finally, when exercise is done regularly, positive emotions such as self-esteem and self-confidence are strengthened and negative emotions are reduced (Karacabey and Özmerdivenli, 2011).

Self-esteem refers to the values and emotional evaluations that people attribute to themselves (Brown, 1998). Individuals with low self-esteem feel negative emotions, hatred and dissatisfaction about themselves, while individuals with high self-esteem have positive emotions such as love and satisfaction. If a person feels competent in social skills but unsuccessful in academic areas, he/she may have high social and low academic self-esteem (Kul, Boz, Şipal, Erdoğan and Baycan, 2023). Self-esteem is also affected by feelings of self-worth and experiences. High self-esteem is associated with success, promotion, and gain, while low self-esteem is linked to failure, losses, and demotions (Brown, 1998, Kuster, Orth, and Meier, 2013).

High or low self-esteem significantly affects not only the mental state of individuals but also their daily lives and tasks. Research has shown that people with high self-esteem perform more efficiently when given a task and can exhibit high performance even in stressful environments (Baumeister, Campbell, Krueger and Vohs, 2003; Smith, Smoll and Cumming, 2007). The findings in the literature show that there is a similar relationship between self-esteem and sportive performance. The relationship between self-esteem and sports performance is a multifaceted topic that has garnered considerable attention in recent years. Research consistently indicates that participation in sports can significantly enhance self-esteem, which in turn may influence athletic performance. This relationship is particularly evident among adolescents, where the dynamics of self-esteem can be shaped by various factors including the type of sport, level of competition, and social support systems. Sports-related studies emphasize that sporting activities positively affect self-esteem (Bowker, 2006; Collins, Cromartie, Butler, and Bae, 2018). Richman and Schaffer (2000) stated that sport has both short-term and long-term positive effects on self-esteem. In addition, Bang, Wong and Park (2020) stated that sports activities positively affect adolescents' self-esteem. Ouyang et al. (2020) suggested that individuals with high self-esteem have leadership qualities. Similarly, Günel's research indicates that individuals' self-esteem has

a significant impact on leadership styles and leadership advancement (Günel, 2021). These studies support that individuals with high self-esteem can be more effective in leadership positions.

Leadership has different definitions, and the words used can mean different things to different individuals. Leadership can be defined as the influence of one or more individuals on others in a group to achieve a specific goal. In the literature, some researchers see leadership as information processing or process, while others consider leadership in the context of personal characteristics. Over time, people with different meanings will continue to interpret leadership. From an information processing or process perspective, leadership refers to the interaction of the leader and group members. From a personal characteristics perspective, leadership is characterized by the leader's character, intelligence or physical characteristics (Northouse, 2016). When the literature was reviewed, four different orientations were identified in order to transform the qualities that shape leadership into specific data, to recognize the problems encountered and to direct the search for solutions. These orientations are as follows: "Charismatic Leadership," "Political Leadership," "Human Resource Leadership," and "Structural Leadership" (Bolman and Deal, 1991; Halis, Çoban, Şafak and Şahin, 2007; Özcan and Balıyer, 2013; DiPaola and Hoy, 2015).

The main purpose of the study, given the information obtained from the literature, is to examine the relationships between university students' behavioral regulations in exercise, self-esteem and leadership orientations.

Method

This section of the study provides a detailed description of the population and sample, data collection instruments, and data analysis procedures employed in the investigation of the relationships between university students' behavioral regulations in exercise, self-esteem, and leadership orientations.

Research Model

To achieve the aim of this study, the correlational survey model, one of the quantitative research methods, was used. This model is designed to examine the existence and/or degree of change between two or more variables (Karasar, 2020).

The relational survey model is a method used by researchers to determine the relationships between two or more variables. This model is widely used especially in the fields of education, social sciences and health. The correlational survey model provides a framework for determining the components and degrees between variables (Erdoğan, 2020). The main purpose of this model is to provide interactions between variables and analyze the existence of these transmissions. The applicability of the correlational survey model depends on the quality of data collection methods.

Population and Sample

The study population consists of 781 students in the fall semester of the 2021-2022 academic year at Sports Sciences Faculty, Bayburt University. In this study, convenience sampling, a commonly used technique within quantitative research methodologies, was employed. This approach facilitates the efficient and cost-effective collection of data from a readily accessible population. This method is based on the principle that participants are included in the research if they agree to participate in the study. Convenience sampling is widely used especially in research on groups with easy access (Yılmaz, 2023). This method saves researchers time and resources and simplifies the data collection process (Yılmaz,

2023). The sample group consists of 428 students, 279 male and 149 female, who participated voluntarily.

Data Collection Tools

To collect the data within the research framework, a questionnaire was used. This form consists of four parts: "Personal Information Form," "Behavioral Regulations in Exercise Scale-2," "Rosenberg Self-Esteem Scale," and "Multifaceted Leadership Orientations Scale."

Data Collection

The questionnaire form prepared in accordance with the study's objectives was electronically administered to the participants on a voluntary basis. During the data collection tools' application phase, the participants were given the necessary explanations about the purpose of the research. After the measurement tools were sent online, the participants were ensured to answer the scale form correctly in the presence of the researcher.

Personal information form.

The researcher prepared a "Personal Information Form" to determine the research group's personal data. This form includes statements to obtain information about the participants.

Behavioral regulations in exercise scale-2.

The Behavioral Regulations in Exercise Scale-2 is a measurement tool that was adapted into Turkish by "Ersöz, Aşçı, and Altıparmak in 2012 for the purpose of determining the behavioral regulations of people in exercise and a validity and reliability study was conducted. This scale comprises 19 items and four sub-dimensions (1-Internal Regulation, 2-Regulation by Introjection, 3-External Regulation, 4-Non-intentionality). The values of 0.81 for the 1st sub-dimension, 0.77 for the 2nd sub-dimension, 0.67 for the 3rd sub-dimension, and 0.69 for the 4th sub-dimension were determined. The scale consists of a 5-point Likert scale ranging from "1=Strongly Not True" to "5=Strongly True" (Ersöz et al., 2012).

Rosenberg self-esteem scale.

The Rosenberg Self-Esteem Scale (RSES) is a scale developed by Morris Rosenberg in 1965 and widely used to measure individuals' general self-esteem. The scale consists of 10 items and allows respondents to assess their positive and negative feelings towards themselves. Each item is answered on a 4-point Likert scale, which helps participants to identify how they feel about themselves (Park and Park, 2019). It was adapted into Turkish by Çuhadaroglu in 1985. This scale consists of 10 items (0, 71). The items are of the 4-point Likert type: "Very True," "True," "False," and "Very False" (Çuhadaroglu, 1986).

Multifaceted leadership orientations scale.

The Multifaceted Leadership Orientations Scale (MLAS) is a measurement tool whose validity and reliability study was conducted by Dursun, Günay and Yenel in 2019 to determine the leadership orientations of individuals. This scale consists of 19 items and four sub-dimensions (1-Political, 2-Human Resource, 3-Charismatic, 4-Structural). The values of 0.80 for sub-dimension 1, 0.73 for sub-dimension 2, 0.74 for sub-dimension 3 and 0.72 for sub-dimension four were determined. The items in the scale form consist of 5-point Likert type as "Strongly Disagree," "Disagree," "Neutral," "Agree," "Agree," and "Strongly Agree" (Dursun et al., 2019).

Data Analysis

Data analysis is defined as the collection of accessed data and the evaluation of raw data. Before analyzing the data, it must be suitable for analysis. Making the data suitable for analysis can be expressed as eliminating errors in the raw data obtained. In addition, it is important to check whether the data are complete (Yazıcıoğlu and Erdoğan, 2004). Arithmetic averages and standard deviations of the data obtained were determined in this direction. Spearman and Pearson Correlation Analyses were used to determine the relationship between the data obtained from the participants and the sub-dimensions of the scales used in the research. The significance level was taken as 0.05 in the statistical evaluations of the analyses. IBM SPSS version 23.0 was used to analyze the data.

Findings

Table1 . Frequency and Percentages of Variables

Variables	Groups	f	%
Gender	Female	149	34,8
	Male	279	65,2
Section	Physical Education and Sports Teaching	97	22,7
	Coaching Education	229	53,5
	Sport Management	102	23,8
Classroom	Grade 1	120	28,0
	Grade 2	104	24,3
	Grade 3	125	29,2
	Grade 4	79	18,5
Active Participation in Sports	Yes	184	43,0
	No.	244	57,0
Type of Sport Actively Practiced (Branch)	Individual Sport	86	20,1
	Team Sport	98	22,9
Total		428	100,0

When Table 1 is examined, it is seen that the rate of male participants is 65.2%, and the rate of female participants is 34.8%. On the basis of department, it is seen that the highest participation rate is 53.5% in Coaching Education, followed by 23.8% in Sports Management, and finally 22.7% in Physical Education and Sports Teaching. When we look at the grade levels participating in our research, it is seen that 1st grade is 28%, 2nd grade is 24.3%, 3rd grade is 29.2%, and 4th grade is 18.5%. The rate of participants who actively do sports is 43.0%, and the rate of participants who do not do sports is 57.0%. When we examined the type of sport actively practiced by the participants, it was determined that the rate of individual sports was 20.1% and the rate of team sports was 22.9%.

Table 2. Descriptive Statistics of Scale Dimensions

Dimensions	n	Average	Median	Sd.	Min.	Max.	Skewness	kurtosis
Internal Regulation	428	4,3632	4,4286	0,56842	2,14	5	-1,092	0,964

Editing by Introjection	428	3,3143	3,25	0,99793	1	5	-0,205	-0,577
External Regulation	428	1,4825	1,25	0,58322	1	3,75	1,261	0,931
Lack of motivation	428	1,3043	1	0,44728	1	2,75	1,524	1,464
Political Leadership	428	4,0435	4,1	0,71823	1,4	5	-0,491	-0,297
Human Resource Leadership	428	4,5056	4,6	0,54362	2,4	5	-1,227	0,986
Charismatic Leadership	428	4,1561	4,2	0,6948	2	5	-0,495	-0,649
Structural Leadership	428	4,3575	4,5	0,63708	1,75	5	-0,868	0,214
Self-Esteem	428	3,2643	3,5	0,70169	1	4,1	-1,092	0,643

*p<0,05

When Table 2 is examined, the mean score of the Internal Regulation sub-dimension, which has the highest mean, is 4,3632 with a standard deviation of 0,56842, and the mean score of the Unmotivation sub-dimension, which has the lowest mean, is 1,3043 with a standard deviation of 0,44728 in the context of behavioral regulations scale in exercise. In the context of the leadership orientations scale, the mean score of the Human Resource Leadership sub-dimension, which has the highest mean, was 4.5056 with a standard deviation of 0.54362, and the mean score of the Political Leadership sub-dimension, which has the lowest mean, was 4.0435 with a standard deviation of 0.71823. The mean score of the self-esteem scale was 3.2643, and the standard deviation was 0.70169. Furthermore, it was acknowledged that the scale dimensions followed a normal distribution based on the skewness and kurtosis values. (George and Mallery, 2010; Tabachnick and Fidell, 2013).

Table 3. Correlation Analysis Results Between Self-Esteem Scale and Behavioral Regulations in Exercise-2 Scale Subscales

Variables		Internal Regulation	Regulation by Introjection	External Regulation	Lack of motivation
Self-Esteem	r	,155*	,049	-,181*	-,187*
	p	,001	,308	,000	,000
	n	428	428	428	428

*p<0,05

When Table 3 is examined, “no relationship was found between the mean scores of the self-esteem scale and the mean scores of the behavioral Regulation in the exercise-2 scale in the sub-dimension of Regulation by Introjection. However, a low-level positive relationship was found in the internal regulation sub-dimension ($r=,155$; $p<,05$); a low-level negative relationship was found in the external regulation sub-dimension ($r=-,181$; $p<,05$); and a low-level negative relationship was found in the unmotivation” sub-dimension ($r=-,187$; $p<,05$).

Table 4. Correlation Analysis Results between Self-Esteem Scale and Leadership Orientations Scale Subscales

Variables		Political Leadership	Human Resource Leadership	Charismatic Leadership	Structural Leadership
Self-Esteem	r	,269*	,291*	,266*	,268*
	p	,000	,000	,000	,000
	n	428	428	428	428

*p<0,05

When Table 4 is examined, it is seen that the relationship between the mean scores of the self-esteem scale and the mean scores of the leadership orientation scale is positively low in the political leadership sub-dimension ($r=,269$; $p<,05$); human resource leadership sub-dimension at a low positive level ($r=,291$; $p<,05$); charismatic leadership sub-dimension at a low positive level ($r=,266$; $p<,05$); structural leadership sub-dimension at a low positive level ($r=,268$; $p<,05$).

Table 5. Correlation Analysis Results between Behavioral Regulations in Exercise-2 Scale and Leadership Orientations Scale Subscales



Variables		Political Leadership	Human Resource Leadership	Charismatic Leadership	Structural Leadership
Internal Regulation	r	,246*	,319**	,285*	,302**
	p	,000	,000	,000	,000
	n	428	428	428	428
Editing by Introjection	r	,207*	,164*	,255*	,204*
	p	,000	,001	,000	,000
	n	428	428	428	428
External Regulation	r	-,078	-,126*	-,060	-,096*
	p	,107	,009	,213	,047
	n	428	428	428	428
Lack of motivation	r	-,115*	-,199*	-,069	-,153*
	p	,017	,000	,153	,002
	n	428	428	428	428

*p<0,05

When the relationship between the mean scores “of the participants' behavioral regulations in exercise-2 scale and the mean scores of the sub-dimensions of the leadership orientations scale is examined in Table 5, it is seen that there is a low level significant positive relationship between the mean scores of "Internal Regulations" and "Political Leadership" ($r=0,246$; $p<0.05$); a positive and moderately significant relationship between "Internal Regulation" and "Human Resource Leadership" mean scores ($r=0,319$; $p<0.05$); a positive and low-level significant relationship between "Internal Regulation" and "Charismatic Leadership" mean scores ($r=0,285$; $p<0.05$); a positive and moderately significant relationship between "Internal Regulation" and "Structural Leadership" mean scores ($r=0,302$; $p<0.05$). When the relationship between the mean scores of the participants' behavioral regulations in exercise-2 scale scores and the mean scores of the sub-dimensions of the leadership orientations scale was examined, there was a low significant positive relationship between the mean scores of "Internal Regulation" and "Political Leadership" ($r=0,207$; $p<0.05$); there is a low level significant positive relationship between the mean scores of "Regulation by Introjection" and "Human Resource Leadership" ($r=0,164$; $p<0.05$); a low level significant positive relationship between the mean scores of "Regulation by Inward Movement" and "Charismatic Leadership" ($r=0,255$; $p<0.05$); a low level significant positive relationship between the mean scores of "Regulation by Inward Movement" and "Structural Leadership" ($r=0,204$; $p<0.05$). When the relationship between the mean scores of the participants' behavioral regulations in the exercise-2 scale and the mean scores of the sub-dimensions of the leadership orientations scale was examined, no relationship was found between the mean scores of "External Regulation" and "Political Leadership" ($p>0.05$); a low level significant negative relationship between "External Regulation" and "Human Resource Leadership" mean scores ($r=-0,126$; $p<0.05$); no relationship between "External Regulation" and "Charismatic Leadership" mean scores ($p>0.05$); a low level significant negative relationship between "External Regulation" and "Structural Leadership" mean scores ($r=-0,096$; $p<0.05$). When the relationship between the mean scores of the participants' Behavioral Regulations in Exercise-2 scale and the mean scores of the sub-dimensions of the leadership orientations scale was examined, it was found that there was a low level significant negative relationship between the mean scores of "Unmotivation" and "Political Leadership" ($r=-0,115$; $p<0.05$); a negative low-level significant relationship between "Amotivation" and "Human Resource Leadership" mean scores ($r=-0,199$; $p<0.05$); no relationship between "Amotivation" and "Charismatic Leadership" mean scores ($p>0.05$); a negative low-level significant relationship between "Amotivation" and "Structural Leadership" mean scores ($r=-0,153$; $p<0.05$).

Discussion-Conclusion-Suggestion

The findings of this study suggest that university students' exercise habits have significant relationships with self-esteem and leadership orientations.

It was concluded that there was no relationship between the mean scores of the participants' self-esteem scale and the mean scores of the behavioral Regulation in the exercise-2 scale in the sub-dimension of Regulation by Introjection. However, it was concluded that there was a positive low-level relationship in the internal regulation sub-dimension and a negative low-level relationship in the external Regulation and unmotivation sub-dimensions. The concept of self is defined as the way of understanding and comprehending oneself and is explained as how one sees and evaluates oneself. At the same time, it is known that high self-esteem positively affects the lives of individuals in general (Geçtan, 2000). This variable, characterized as positive, is likely to be positive with internal Regulation and negative with sub-dimensions such as external Regulation and lack of motivation. Aygün (2021) emphasized in his study, in which he obtained results parallel to our research findings, that a positive self can develop in a person by regulating exercise behaviors. Çevik and Aslantekin Özçoban (2021) stated that some intrinsic and extrinsic sources of motivation can affect a person's self-effect. Based on all these data, it is thought that positive motivational factors affect self-esteem positively, and negative factors such as lack of motivation affect self-esteem negatively.

According to the correlation values between the values related to the self-esteem and leadership orientations of the research group, it was concluded that there was a positive low-level relationship between self-esteem based on the average scores obtained by the participants and all sub-dimensions of the leadership orientation scale. When the literature on the subject is examined, it is seen that there is an undeniable relationship between self-esteem and leadership orientation (Kansu Keleş, 2020). The data obtained by Öner (2019) in support of our findings indicate that the predictor of self-esteem is leadership. Kiriş and Arslan (2019) obtained similar data and concluded that leadership orientation also increases with an increase in self-esteem. According to Weinberg and Gould (2019), the basis of this correlation is that the individual first recognizes his/her self and increases his/her self-esteem through sports activities. For this reason, it is thought that leadership orientation increases with the increase in self-esteem.

Finally, according to the correlation analysis of the participants' behavioral regulations in exercise and leadership orientation, it was concluded that there was a positive relationship in some of the sub-dimensions that were evaluated positively (such as Internal Regulation, Human Resource Leadership, Charismatic) and a negative relationship in some of the sub-dimensions that were evaluated negatively (such as Unmotivation, Political Leadership). As a result of the study in which Daban (2019) collected data using the qualitative research model, the most important factor that positively affects the behavior of leaders in sports is motivation (motivation). Aziz (2020) states that the burnout level increases with a lack of motivation and a decrease in motivation; there is a negative relationship between the burnout level and positive leadership orientations. When these data are analyzed within the framework of a theoretical approach, Maslow's hierarchy of needs emerges. According to Maslow's (1971) hierarchy of needs, a five-step pyramid is created for human beings to realize themselves as a social being and self-esteem is mentioned in the fourth place. According to this hierarchy, the person develops self-esteem in the fourth step, and leadership orientation increases with the gain of prestige in the last step.

When the relationship between the three scales, which constitute the main purpose of our research, is examined in light of all these findings, it is concluded that behavioral regulations in exercise increase self-esteem, and self-esteem increases leadership orientation.

The recommendations based on the results and findings of the studies are presented below.

Physical activity programs can be integrated into the curriculum of students from all departments, not only on the basis of the faculty of sports sciences, for behavioral regulations in exercise, which will improve students' self-esteem and leadership orientation.

Based on information obtained from the research, if one wants to raise a leader, one can first direct people to exercise.

In order to strengthen the relationship and predictive effect between the variables of behavioral regulations in exercise, self-esteem and leadership orientation, which constitute our research problem, the literature on the subject recommends conducting new research by sampling stakeholders in the field of physical education and sports in addition to the students of the faculty of sport sciences.

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