

the motives for and barriers to exercise, and none of them is without limitations. Thus, there may be motives which are not included in the EMI and barriers which are not included in the scale of perceived barriers to activity and which may play a more important role from at least some of those evaluated in our study. Thirdly, the method of obtaining data was based on questionnaires, thus limiting the respondents' narration to factors imposed by the researchers.

## **Conclusions**

Despite the aforementioned limitations, the obtained results contribute to the knowledge about the motives for and barriers to women's exercising in fitness clubs. Although they may be considered as people who are not in the need of being persuaded to physical activity, in reality given the significant risk of abandonment, their behavioral choices should be strengthened. Getting to know the motives for and barriers to exercising can contribute to defining the content of such interventions. From the point of view of health education, teaching time management strategies should be the most important self-regulation skill for women. As in the hierarchy of motives, health seems to be the most important, more internal motives should be stressed (like joy and satisfaction from exercising), as they are considered more permanent behaviors.

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