

Influence of Time Management and Social Support on the Sports Motivation of Student-Athletes

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Abstract

Athletes lack sports motivation. The significance of contribution of time management and social support on sports motivation were examined. Using diagnostic research design, 170 respondents were selected through stratified random sampling. Multiple linear regression was applied. It was concluded that time management have significant influence on sports motivation, but not social support. This result partially affirms Self-Determination Theory. Future research may explore additional variables to explain student-athlete sports motivation, while school leaders and coaches may implement programs to improve time management and reallocate resources from social support activities.

Keywords: Influence of time management, social support, sports motivation, student-athletes

Introduction

Athletes worldwide lack motivation to engage in sports (Tjønndal, 2022). Additionally, a large percentage of young athletes had lost their interest and have withdrawn from participating in sports activities (Pisaniello et al., 2024)

Moreover, in the United States, some middle school-aged athletes lack motivation for sports (Biese et al., 2024). Likewise, in Germany, 45.1% of female athletes reported lowered motivation to train and exercise (Lautenbach, 2021). Additionally, the study of Parnabas et al. (2023) conducted in Indonesia revealed that although intrinsic and extrinsic motivation are high, some athletes still lack motivation and are not interested in their sports.

In the Philippine context, according to Gula (2023), motivation among junior high school student-athletes has decreased. Further, Longakit et al. (2025) emphasized that college student-athletes face a unique challenge in navigating motivation towards sports and academics. Furthermore, Gapa and Tagere (2023) identified that Gen Zs get distracted and lose interest in sports and recreation.

Although existing studies have explored sports motivation and its influencing factors, there is limited evidence on effective strategies to address low motivation stemming from a lack of social support and poor time management. Poor motivation is associated with greater athlete burnout, which in turn relates to poorer performance, withdrawal intentions, and reduced well-being (Wu et al., 2024). Therefore, this study aims to fill this gap by examining these specific influences.

Significance of the Study

The researcher considers this study valuable in supporting the Sustainable Development Goals (SDGs), particularly SDG 4 on quality education, as it fosters holistic learning through sports and contributes to students' overall well-being. For coaches and trainers, the study may serve as a guide in designing training programs that foster a supportive environment, taking into account athletes' academic schedules to ensure they remain motivated and engaged. Lastly, the results are significant for Holy Cross of Davao College, particularly in faculty development, community engagement, and social impact. The study may serve as a useful reference for future researchers, enabling exploration into athlete motivation and related factors in different settings.

Statement of the Problem

This study determined the significant influence of time management and social support on the sports motivation of student-athletes. Specifically, it pursued the following objectives.

1. To determine the levels of time management in terms of training sessions, academic schedules, social relationships, and school and teacher demand; social support in terms of emotional support, esteem support, informational support, and tangible support; and sports motivation in terms of amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation.
2. To determine the significance of the correlation between time management and social support, sports motivation, and
3. To determine the significance of the distinct and combined influence of time management and social support on sports motivation.

Hypotheses:

The null hypotheses were tested at a 0.05 level of significance.

H01: Time management does not significantly correlate with sports motivation.

H02: Social support does not significantly correlate with sports motivation.

H03: Time management does not significantly influence sports motivation.

H04: Social support does not significantly influence sports motivation.

H05: Time management and social support combined do not significantly influence sports motivation.

Theoretical Framework

This study was partly anchored in the Self-Determination Theory (SDT), developed by Deci and Ryan (1985). According to this theory, human motivation is strengthened when the three basic psychological needs, autonomy, competence, and relatedness, are satisfied.

In this study, time management, as indicated by training sessions, academic schedules, social relationships, and school and teacher demands (Ator & Ortizo, 2024), corresponds to the autonomy described in the theory above. Social support, as indicated by emotional, esteem, informational, and tangible support

(Freeman et al., 2014), reflects the relatedness discussed in the theory. Finally, sports motivation, as indicated by amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation (Mallet et al., 2007), refers to the human motivation described in the theory. Hence, this study is delimited to autonomy, relatedness, and human motivation, while the competence component was excluded.

Conceptual Framework

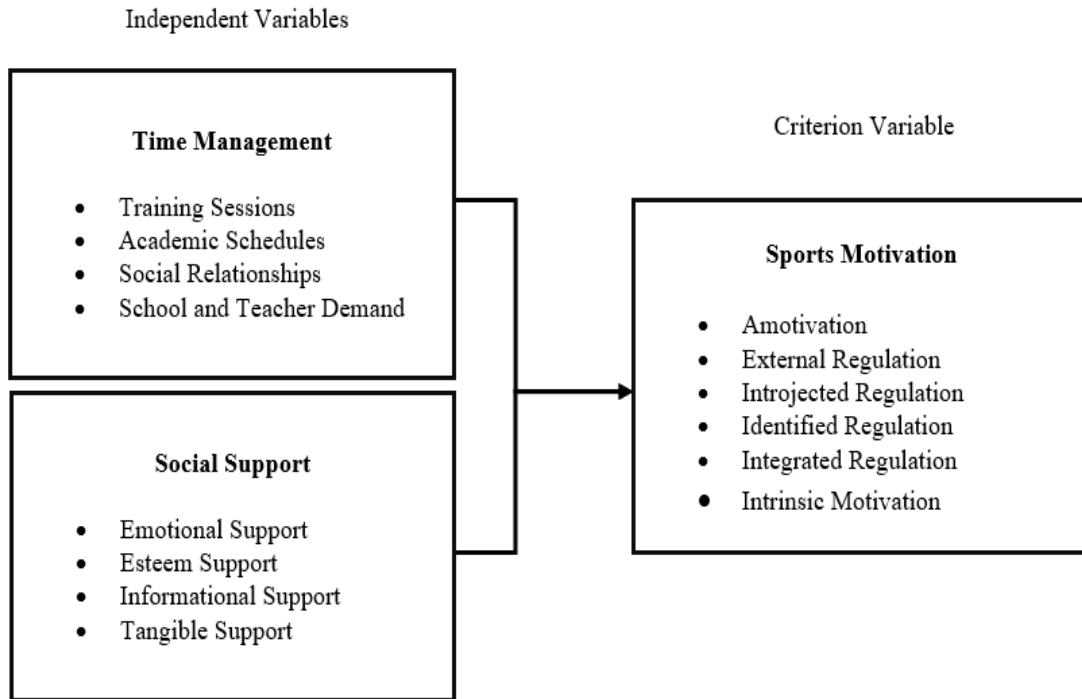


Figure 1. Conceptual Framework of the Study

Methodology

This chapter included the research design, research locale, sample, sampling technique, data gathering technique, data analysis technique, and ethical considerations.

Research Design

In this study, the researcher employed a diagnostic research design. This research design is used to determine the causes or underlying factors of a particular problem or phenomenon. It helps examine how variables affect one another and provides meaningful insights into the complex relationships among them (Abonales & Alvarico, 2025).

Locale of the Study

For this study, the researcher focused on three (3) public secondary schools in Cluster VI of the Davao City Division. The schools were selected based on the largest number of student-athletes. The setting was appropriate for the study, as it already had established athletic groups and had been competing in various meets at lower and higher levels.

Sample and Sampling Technique

The respondents of this study consist of one hundred seventy (170) junior high school student-athletes enrolled in the three selected (3) schools for the school year 2025-2026, involving various sports such as volleyball, taekwondo, badminton, athletics, basketball, sepak takraw, football, softball, pencak silat, and wushu. The method used was stratified random sampling, which selects a subset of items from a population using random selection and categorization (Iliyasu & Etikan, 2021). Participation was voluntary, and informed consent and assent were obtained to uphold ethical standards, including confidentiality, participant welfare, and appropriate compensation.

Data Gathering technique

The online survey was administered via Google Forms and sent via email and private message. The questionnaire method provides researchers with a versatile and powerful tool for data collection and, with its structured format, enables standardized data collection, organization, and analysis, particularly beneficial for quantitative research endeavors (Kuphanga, 2024). Kuphanga (2024) also highlighted its advantages, including cost-effectiveness, accessibility, and the ability to reach a broad and diverse population.

In this study, the researcher adapted and modified three survey questionnaires. The first instrument, the time management practices, was adapted from the study of Ator and Ortizo (2024). It comprises 40 items designed to assess student athletes' time management practices, with a Cronbach's alpha of 0.894. The second instrument measured whether the athlete received social support and was adapted from Freeman et al. (2014). It consists of 22 items designed to measure the support athletes receive from their peers. It has a Cronbach's alpha of 0.946. The third instrument, designed to measure the sports motivation of student-athletes, was adapted from Mallett et al. (2007). It includes 24 items focusing on the athletes' motivation, with a Cronbach's alpha of 0.879.

Finally, all items were combined into a single survey questionnaire and carefully validated. It obtained an overall rating of 4, indicating a high level of validity and acceptability. The instrument used a 4-point Likert scale. It also underwent reliability testing, yielding a Cronbach's alpha of 0.940, indicating high reliability.

Data Analysis Technique

Descriptive, correlation, and multiple linear regression analyses were employed in this investigation. Using tabulation, graphical representation, and numerical measurements, descriptive analysis summarizes and displays datasets (Siregar, 2025). In particular, time management, social support, and sports motivation among student-athletes were evaluated using means and standard deviations. Moreover, a correlation analysis, specifically the Pearson product-moment correlation coefficient, was used to assess the strength and direction of the relationship between variables (He, 2024). Lastly, a multiple linear regression analysis was used to determine which domains of time management and social support influence student-athletes' sports motivation. According to Ruan (2024), multiple regression analysis is a statistical method used to examine the relationship between a dependent variable and multiple independent variables. Unstandardized Beta was used as a statistical tool under regression analysis.

Below is the basis for interpreting the descriptive level of the variables.

Scale	Level	Time Management	Social Support	Sports Motivation
3.25-4.00	Very High	Very good	Very strong	Very high
2.50-3.24	High	Good	Strong	High
1.75-2.49	Low	Fair	Weak	Low
1.00-1.74	Very low	Poor	Very weak	Very low

For the interpretation of standard deviation, the following percentage standard was followed:

SD Range	Approx. % Consistency	Interpretation
0.00-0.25	90-100% consistent	Very high consistency
0.26-0.50	75-89% consistent	High consistency
0.51-0.75	50-74% consistent	Moderate consistency
0.76-1.00	25-49% consistent	Low consistency
1.01 and above	Below 25% consistent	Very low consistency

For the interpretation of R-value, the following scheme, as proposed by Guilford (1956), was used:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect Correlation
Between +/- 0.75 - +/- 0.99	High Correlation
Between +/- 0.51 - +/- 0.74	Moderately High Correlation
Between +/- 0.31 - +/- 0.50	Moderately Low Correlation
Between +/- 0.01 - +/- 0.30	Low Correlation
0.00	No Correlation

In terms of Scale of Beta (β) Coefficient Strength, the following scheme as proposed by Cohen (1988) and Hair et al. (2019) was used:

β Value Range	Strength of Influence
+/- 0.00 - +/- 0.09	Very Weak
+/- 0.10 - +/- 0.29	Weak
+/- 0.30 - +/- 0.49	Moderate
+/- 0.50 - +/- 0.69	Strong
+/- 0.70 and above	Very Strong

Ethical Considerations

Ethical considerations were strictly upheld to protect the rights and well-being of students participating in the study. The researcher obtained approval letters from the thesis adviser, the Graduate School, and the HCDC-Society of Moral Integration and Legal Ethics (SMILE). The researcher adhered to ethical, legal, and moral principles. Permission to conduct the study was respectfully sought and obtained from the Department of Education (DepEd), Public School District Supervisor (PSDS) of Cluster VI, and Principals of the respective schools. To maintain ethical criteria, such as confidentiality, participant well-being, and appropriate recompense, informed consent and assent were obtained, and participation was voluntary. Potential harm, such as emotional discomfort or stress related to self-assessment, was minimized by ensuring a supportive environment and allowing students to withdraw at any stage without any repercussions.

Results

Included in this chapter are the results of descriptive, correlational, and regression analyses. The summary of findings is also presented.

Descriptive Results

Table 1 presents the descriptive table. It contains the independent variables, namely time management and social support, and their indicators, as well as the criterion variable, namely sports motivation. It also includes the number of samples, the standard deviation, the mean, and its descriptive level.

Table 1. Descriptive Table (n=170)

Variables	SD	Mean	Descriptive Level
Time Management	0.42	3.38	Very High
<i>Training Sessions</i>	0.46	3.39	Very High
<i>Academic Schedules</i>	0.53	3.30	Very High
<i>Social Relationships</i>	0.43	3.47	Very High
<i>School And Teacher Demands</i>	0.46	3.36	Very High
Social Support	0.54	3.04	High
<i>Emotional Support</i>	0.66	3.36	Very High
<i>Esteem Support</i>	0.80	3.21	High
<i>Informational Support</i>	0.95	2.87	High
<i>Tangible Support</i>	0.63	2.70	High
Sports Motivation	0.48	3.35	Very High
<i>Amotivation</i>	0.82	3.09	High
<i>External Regulation</i>	0.67	3.24	High
<i>Introjected Regulation</i>	0.57	3.32	Very High
<i>Identified Regulation</i>	0.52	3.51	Very High
<i>Integrated Regulation</i>	0.53	3.44	Very High
<i>Intrinsic Motivation</i>	0.52	3.51	Very High

The table specifically shows that the time management variable had a mean of 3.38, indicating a very high level. This result indicates that student-athletes' time management is very good. All its indicators fall within the very high level. The corresponding standard deviation of 0.42 is described as highly consistent. It implies that student-athletes were highly capable of organizing and balancing their responsibilities.

Furthermore, the social support variable obtained a mean of 3.04, described as high, indicating that student-athletes have strong social support. One of its indicators is described as very high, and the rest are at a high level. The corresponding standard deviation of 0.54 is described as moderately consistent. While emotional support is strong, other forms of support may need improvement. Finally, the sports motivation variable had a mean of 3.35, which is considered very high. This indicates that student-athletes' motivation to engage in sports is very high. Two of its indicators fall at high levels, and four are at very high levels. The corresponding standard deviation of 0.48 is described as highly consistent.

In summary, time management and sports motivation are both very high among student-athletes. At the same time, social support is slightly lower, though still high, indicating strong overall support with room for improvement in certain areas.

Correlation Results

Table 2 is a correlation table. It contains the independent and dependent variables. Likewise, the R-value, p-value, decision on the null hypothesis, and the corresponding interpretation.

Table 2. Correlation Table (n=170)

Variables	Sports Motivation			
	r-value	p-value	Decision on H_0	Interpretation
Time Management	0.611	0.000	Reject	Positive, Moderate Significant Correlation
Social Support	0.199	0.000	Reject	Positive, Very weak but Significant Correlation

Level of Significance: 0.05, Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the results show that the correlation between time management and sports motivation obtained a p-value of 0.000, which is less than the 0.05 level of significance; hence, the null hypothesis was rejected. It indicates that the correlation between the two variables is significant. The corresponding R-value 0.611 indicates a moderately high correlation. This implies that better time management is associated with greater sports motivation. Also, the table shows that the correlation between social support and sports motivation had a p-value of 0.000, which is less than the 0.05 level of significance; thus, the null hypothesis was rejected. This indicates a significant relationship between social support and sports motivation. The corresponding R-value of 0.199 signifies a very weak, but positive correlation. This implies that increases in social support are slightly associated with increases in sports motivation.

Taken together, the results indicate that time management has a stronger and more meaningful relationship with sports motivation. In contrast, social support shows only a weak association, indicating it plays a less influential role.

Regression Results

Table 3 presents the regression table for the independent and dependent variables. It contains the estimate, the standardized estimate (β), the standard error, the t-test, the p-value, the decision on the null hypothesis, and the interpretation of results.

Table 3. Regression Table (n=170)

Independent Variables	Sports Motivation						
	Estimate Beta	Std. Estimate	SE	t	p	Decision H_0	Interpretation
Intercept	0.865		0.266	3.258	0.001		
Time Management	0.696	0.599	0.073	9.487	0.000	Reject	Significant Influence
Social Support	0.043	0.048	0.057	0.760	0.448	Accept	No Significant Influence
R= 0.613, $R^2= 0.376$, Adjusted $R^2=0.368$, F=50.3, Sig.=0.000							

Level of Significance: 0.05, Decision Rule: Reject H_0 if $p < 0.05$

The table specifically shows that the influence of time management on sports motivation yielded a standardized estimate (β) of 0.696 with a corresponding p-value of 0.000, which is less than the 0.05 level of significance; therefore, the null hypothesis was rejected. This result indicates a strong, significant influence of time management on sports motivation. This implies that, holding social support constant, higher time management is associated with higher sports motivation.

In contrast, the influence of social support yielded a standardized estimate (β) of 0.043 with a corresponding p-value of 0.448, which is greater than the 0.05 level of significance; hence, the null hypothesis was accepted. It indicates a very weak and statistically insignificant influence on sports motivation. This data implies that when social support increases, there is no corresponding effect on sports motivation.

The table also shows an adjusted R^2 of 0.368, suggesting that approximately 36.8% of the variance in sports motivation is explained by time management and social support together, indicating a moderately strong influence on sports motivation. The corresponding p-value is 0.000, which is less than the 0.05 degree of significance; hence, the null hypothesis was rejected. It indicates that the combined influence of time management and social support on sports motivation is significant.

Finally, the findings indicate that time management significantly influences sports motivation, whereas social support does not. However, taken together, both variables significantly determine sports motivation.

Summary of Findings

Based on statistical result, it was specifically found that:

1. Time management has a significant, moderate, positive correlation with sports motivation.
2. Social support has a significant, positive, but very weak correlation with sports motivation.
3. Time management significantly influences sports motivation.
4. Social support does not significantly influence sports motivation.
5. The combined influence of time management and social support on sports motivation is 36.8%, which is significant.

Discussions

In this chapter, the findings are discussed. The conclusion and recommendations are included.

Time Management has a Significant, Moderate, Positive Correlation with Sports Motivation

The finding of this study, stating that time management has a significant, moderate, positive correlation with sports motivation, supports the study of Liu and Taresh (2024), explaining that time management strategies were associated with significant improvements in academic and athletic performance and sustained sports motivation. Likewise, the study of Lamban et al. (2025) reported that time management contributes to active sports involvement, a key indicator of motivation. However, this current study contradicts Wolters et al. (2025), who argue that relationships between time management and sports motivation are often weak and inconsistent.

Social Support has a Significant, Positive, but Very Weak Correlation with Sports Motivation

The findings of this study confirm that social support has a significant, positive, but very weak correlation with sports motivation, supporting Zhang et al. (2025), who presented that the interaction between social support and sports motivation. Also, this study affirms Worley and Smith (2025), who concluded that

social support, such as peer relationships, contributes to forms of adaptive sport motivation. On the other hand, the current research contradicted Tóth's (2026) findings, indicating that peer support did not have a significant effect on athletes' motivation.

Time Management Significantly Influence Sports Motivation

The data showed that time management significantly influences sports motivation, supporting the study of Emini et al. (2025), which found that time management and structured training can improve athletes' motivation. Moreover, the findings support the study by Ranjan et al. (2025), illustrating a positive relationship between efficient time management and motivation. In contrast, this recent study countered Muzakhi et al. (2023), who found that time management had no significant influence on motivation.

Social Support Does Not Significantly Influence Sports Motivation

The findings of this study, which explain that social support does not significantly influence sports motivation, support the study by Tao and Yu (2025), which also found that social support does not directly influence sports motivation. Likewise, the study of Deng et al. (2023) claimed that social support has a weak influence on sports motivation. On the contrary, the current findings contradict the study by Roby (2023), which found that social support has a positive impact on the sports motivation of student-athletes.

Combined Influence of Time Management and Social Support

The present finding shows that the combined effect of time management and social support on sports motivation is 36.8%, indicating significance. This affirms the study of El Amoumri (2025), which explains that time management and social support jointly exert a statistically significant combined influence, accounting for 10.4% of the variance, which may enhance sports motivation through self-regulated learning. Similarly, the current study aligns with Ariarta et al. (2024), indicating that time management and social support, when combined, have a meaningful impact on student-athlete sports motivation. However, this present finding contradicts the claims of Alkasasbeh and Akroush (2025), who argued that there is no strong, direct evidence that these two variables alone consistently produce a fixed combined effect on sports motivation.

Conclusion

Based on the findings, it was concluded that time management and social support have a moderate (36.8%) and significant ($p = 0.000$) combined influence on sports motivation of student-athletes. Individually, time management has a stronger significant influence on sports motivation, but not on social support. Hence, this study partially affirms the Self-Development Theory by Deci and Ryan, stating that motivation is primarily driven by internal factors such as autonomy, competence, and relatedness.

Recommendation

Based on the conclusion, researchers may replicate this study using additional potential variables to determine the 63.2% variance in student-athlete sports motivation using qualitative methods. School leaders and coaches may implement programs and self-regulated training to enhance athletes' time management, potentially reallocating resources from social support activities to programs focused on developing time management skills.

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Appendix A. Survey Questionnaire

Research Title: Influence of Time Management and Social Support
on the Sports Motivation of Student-Athletes

- 4 – Strongly Agree
 3 – Agree
 2 – Disagree
 1 – Strongly Disagree

Part 1: Time Management

<i>Level of Time Management Practices in Terms of Training Session</i>	4	3	2	1
1. I attend my training sessions on time.				
2. I always set time for my workout exercises every day.				
3. I attend training sessions with a well-rested and focused mindset.				
4. I give my 100% during the training sessions without rushing my routine.				
5. I always set training schedules as my top priority.				

6. I consult my coaches or trainers to create a balanced training routine accommodating your academic commitments.				
7. I follow the training program diligently and make sure don't miss any deadlines.				
8. I miss or reschedule training sessions due to academic demands or unforeseen circumstances.				
9. I prioritize attending training sessions over other non-academic activities.				
10. I dedicate personal time to rest and recovery, ensuring a healthy balance between training and overall well-being.				
Level of Time Management Practices in Terms of Academic Schedules	4	3	2	1
11. I create a weekly study schedule that accounts for my academic commitments and allows time for training.				
12. I plan my studies and I stick to the plan.				
13. I prioritize academic assignments and coursework, even during busy training periods.				
14. I allocate specific time blocks for focused studying and avoiding distractions during training sessions.				
15. I seek assistance or support from teachers, tutors, or academic advisors to manage my academic workload effectively.				
16. I find myself rushing through assignments or studying due to time constraints from training commitments.				
17. I utilize time management tools, such as planners or apps, to organize my academic schedule and training sessions.				
18. I experience conflicts between academic requirements and training schedules.				
19. I proactively communicate with teachers or professors about my athlete status, seeking flexibility when necessary.				
20. I create a weekly study schedule that accounts for my academic commitments and allows time for training.				
Impact of Time Management Practices in Terms of Social Relationships	4	3	2	1
21. I still have time for my hobbies and fun times.				
22. I set time for family and friend gatherings.				
23. I make sure to give myself some "Me Time".				
24. I make sure to communicate with my family and friends as often as I can.				
25. I maintain a good relationship with my friends and family despite my busy training schedule.				
26. I can meet friends and enjoy fun times as a typical student.				
27. I can attend spontaneous friend invitations and recreational activities.				
28. I can spend time with my family and friends as much as I want.				
29. I make sure my family, and friends are informed about my schedule.				
30. I make time to check my social media accounts.				
The Extent of School and Teacher Demands Affecting Student-athlete's Time Management	4	3	2	1
31. I attend classes regularly.				
32. I skip classes when there are training sessions.				
33. I borrow notes from my classmates whenever I miss a lesson.				
34. I make a schedule of activities for my academic requirements and responsibilities.				

35. I always set time and deadlines for my academic workloads, so it won't affect my training schedule.				
36. I always spend time studying for my subjects even if I have scheduled training.				
37. I can feel tardiness in attending class after my game or training.				
38. I can actively participate in class discussions.				
39. My teachers give me exemptions and privileges as a student-athlete.				
40. I ensure to fulfill my academic workload first before going to training.				

Part 2: Social Support

Emotional Support My classmates...	4	3	2	1
1. Cheer me up when I feel down.				
2. Listen to me when I need someone to talk to.				
3. Show concern for my feelings and well-being.				
4. Make me feel that they will always be there for me.				
5. Comfort me during difficult times.				
Esteem Support My classmates...	4	3	2	1
6. Encourage me to do my best.				
7. Emphasize and recognize my abilities.				
8. Tell me that I can accomplish my goals.				
9. Reinforce the positive things that I do.				
10. Help boost my confidence.				
Informational Support My classmates...	4	3	2	1
11. Give me advice about how to perform better in competitive situations.				
12. Give me tactical advice related to my sport.				
13. Offer ideas and suggestions on what actions I should take.				
14. Help me put things into perspective when I face challenges.				
15. Help me decide what to do when I am uncertain.				
16. Give me advice about what steps I should take.				
Tangible Support My classmates...	4	3	2	1
17. Help me plan my training activities.				
18. Help provide transportation to training and competitions.				
19. Do tasks for me during training and competitions.				
20. Help set up sessions during training.				
21. Help me with the necessary tasks related to my sport.				
22. Help manage or organize my training sessions.				

Part 3: Sports Motivation

A. Amotivation	4	3	2	1
1. I am uncertain if I still have the capability to succeed in the sport I am involved in.				
2. I am uncertain if I still want to continue to put as much time and effort in my sport anymore.				
3. I am uncertain if sport is still right place for me.				

4. I do not feel the same enjoyment in my sport anymore like I used to.				
B. External Regulation	4	3	2	1
5. I do it because it allows me to be well regarded by people that I know.				
6. I do it for the prestige of being an athlete.				
7. I do it for the material and/or social benefits of being an athlete.				
8. I do it to show others how good I am at my sport.				
C. Introjected Regulation	4	3	2	1
9. I believe it is necessary to do sports if one wants to be in shape.				
10. I must do sports to feel good about myself.				
11. I would feel bad if I did not take the time to do it.				
12. I must do sports regularly.				
D. Identified Regulation	4	3	2	1
13. I believe that it is a good way to learn lots of things which could be useful in other areas of my life.				
14. I know that it is one of the best ways I have chosen to develop other aspects of my life.				
15. I believe that it is one of the best ways to maintain good relationship with my friends.				
16. I know that training hard will improve my performance.				
E. Integrated Regulation	4	3	2	1
17. I believe that it is part of the way in which I have chosen to live my life.				
18. I know that it is an extension of me.				
19. I believe that participation in my sport is consistent with my core values.				
20. I believe that participation in my sports is an integral part of my life.				
F. Intrinsic Motivation	4	3	2	1
21. I feel the excitement when I am really involved in the activity.				
22. I feel a lot of personal satisfaction while mastering certain difficult training techniques.				
23. I feel a lot of personal satisfaction when I experience perfecting my abilities.				
24. I believe that it is for the pleasure of discovering new performance strategies.				