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Development of Educational Self-Concept in Higher Secondary Level Students of Bangladesh as Function of Sex, Residential Environment and Educational Institution

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Abstract: The study investigated the development of educational self-concept in higher secondary level students of Bangladesh as function of sex, residential environment and educational institution. The sample of present study was composed of 720 respondents. The study used 2x3x3 factorial design involving two levels of sex (male/female), three levels of residential environment (metropolitan city/district town/rural area) and three levels of educational institution (cadet college/govt. college/non-govt. college). The results were computed through the calculation of analysis of variance (ANOVA). The result indicated that both the respondents of metropolitan city and district town residential environments showed significantly higher positive educational self-concept than the respondents of rural area residential environment but there was no significant difference of educational self-concept between the respondents of metropolitan city and district town residential environment. Similarly, both the respondents of cadet college and govt. college showed significantly higher positive educational self-concept than the respondents of non-govt. college but there was no significant difference between the respondents of cadet college and govt. college. The result also reported that a two-way interaction between residential environment and educational institution on educational self-concept was statistically significant. Moreover, the result showed that a three-way interaction representing sex, residential environment and educational institution on the development of educational self-concept was statistically significant. Thus, the development of educational self-concept of higher secondary level students was found to be determined by sex, residential environment and educational institution in Bangladesh.

Key Words: Self-concept, Self-concept development, Educational self-concept, Residential environment, Educational institution.

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I. INTRODUCTION

The self is discussed as a fundamental concept from the very beginning in personality theories of psychology (James, 1890; and Funder, 2007). The self-concept is said to be a set of planned self-attitudes which are relatively established and characteristic of an individual (Demo, 1992). Fasokun et al. (2005) stated that the ways we see ourselves that affects our perception of situations and the world, as a whole. Self-concept has served as a central component of many human personality theories and the basis for numerous programs in education.

Seiler and Beall (2011) pointed out that self-concept is the perceived self of a person which consists of an organized concentration of beliefs and attitudes about self. Oduro-Mensah and Biney (2013) stated that self-concept is about who the individual is and how does the individual perceive own-self and others. Self-concepts are cognitive structures that can include content, attitudes, values or evaluative judgments which are used to make sense of the surroundings, focus attention on one's goals and protect one's sense of basic worth (Oyserman and Markus, 1998). The students who have more positive perceptions of themselves and their abilities are more persistent at school and academic tasks (Manning et al., 2006). Whereas, those who have poor self-concepts are more likely to give up when faced with difficult or critical situations in educational aspects (Purkey and Novak, 1996). It was found that the self-concept and academic abilities are closely related (Manning et al., 2006). Self-concept is developed with social competence. It influences how the person feels, thinks, values own-self, relates to others and ultimately behaves in everyday life (Clark et al., 2000). In conclusion, we can say, self-concept is the perception of the individual about own-self due to experiences with external environments and remarks of others about own-self. People who are behaving and performing successfully in different life occasions have better perception of their self.

Development of Self Concept

Combs et al. (1971) indicated that since the person's self-concept influences everything he does, it is very important for the psychologists to be well acquainted about the development of self-concept. The development of self-concept is happened with a set of opinions about own-self or a set of qualifications attributed by an examined person as an answer to the question asked about the pattern of one-self. Although there are reasonable amounts of information available, psychology still has much to learn and investigate about how self-concept form and develop (Baumeister, 2005). Frandsen (1961) stated that the individual interjects into himself the roles and the attitudes of community and environment in the development of self-concept.

Educational Self-concept

Educational self-Concept is the individuals' view of themselves in relation to school, teachers and extracurricular activities (Ahmed, 2014). Nunez and Gonzalez-Pienda (1994) indicated different four possible patterns or causal models between self-concept and academic or educational performance to know and to explain self-concept comprehensively. These are: (i) Educational performance determines self-concept, (ii) Levels of self-concept determine the degree of educational achievement, (iii) Self-concept and educational performance influence and determine each other mutually, and (iv) Existence of additional variables may be the cause of both self-concept and educational performance. White (1959) formulated motivational theory of competence self-concept and described self-concept as intrinsic urges or drives. According to motivational theory, individuals are born with an urge to engage effectively with environment to fulfill that urges. It is associated with exploratory, creative, playful activities and educational thirsts of an individual. It provides opportunity for the acquisition of knowledge and skills for dealing effectively with environment. It also helps the child to develop a desire for positive educational self-concept based on intrinsic motivation.

Kaur et al. (2009) conducted a study to explore academic achievement and home environment as correlates of self-concept in a sample of 300 adolescents. The results of the study revealed a significant positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with educational self-concept. Besides, the study showed significant negative correlation of social isolation, deprivation of privileges and rejection components of home environment with educational self-concept among adolescents (Kaur et al., 2009). Song and Hattie (1984) conducted a study and found that the optimal development of educational self-concept takes place in an atmosphere of acceptance that allows the adolescent autonomy and the opportunity to learn competencies. Mahaffy (2004) reported from the study that parental support factors have significant contribution in the development of positive educational self-concept which is also related to academic achievement of the students. The interactions among parents and their children are influenced by the socioeconomic and cultural factors of that particular society and residential areas in which they survive (Chohan and Khan, 2010).

Educational self-concept is influenced by experiences in the home, educational institution and community environment. Interactions at school influence how adolescents view themselves in their educational subject matters. Preckel et al. (2013) indicated that the adolescents with high educational self-concept tend to spend more time and effort on schoolwork and study as well as perceived academics as more important, and demonstrate high academic achievement and positive educational self-concept. Canter (1997) stated that the residential environment has physical, geographical, architectural, historical, religious, social and psychological connotations in developing educational self-concept and personality. Sardouk (1995) conducted a study and reported positive correlations between educational self-concept and academic causal attribution. Evaluation feedback of teacher was found to account for positive educational self-concept in higher secondary level students.

Present study is an empirical investigation on educational self-concept in correlates to sex, residential environment and educational institution in higher secondary level students of Bangladesh. The rationale of this study is building the positive educational self-concept through the enrichment of knowledge affecting the academic and extra-curricular activities of higher secondary level students. Factors influencing the development of educational self-concept in higher secondary level students are yet to be determined and initiates the necessity within the researcher to explore it in further details.The objective of the study is to investigate the differences in educational self-concept as function of sex, residential environment and educational institution in higher secondary level students of Bangladesh.The present study would give empirical evidence to enrich the knowledge on educational self-concept and certain factors of educational self-concept development which may help to build positive self-concept among the higher secondary level students of Bangladesh.

II. MATERIALS AND METHODS

Sample

The sample of present study was composed of 720 respondents. They were equally divided into three residential environments such as metropolitan city, district town and rural area. Each group was equally divided

into males and females on the basis of sex identification. Then each sub-group was again equally sub-divided into cadet colleges, government colleges and non-government colleges according to their educational institution. The sample was collected using purposive sampling procedure and all of them were higher secondary level students of Bangladesh.

Instrument

The study selected Self Concept Scale (SCS) developed by Ahmed et al. (2017) as measure of educational self-concept for the collection of data in the present study. Besides this, Personal Information Sheet (PIS) was used to classify the sample as per independent variables. The Self-Concept Scale (SCS) used in present study provides six separate dimensions and a distinct score is found for each dimension. Educational self-concept is the second dimension of self-concept in this scale. The self-concept scale was comprised of both positive and negative statements for all dimensions of self-concept. The Scale contains 30 items. These items were divided into six dimensions equally. Thus, for educational self-concept, the score ranged from (5x1) = 5 to (5x5) = 25. Hence, the highest score indicates relatively higher positive self-concept and the lowest score indicates comparatively lower self-concept in educational self-concept of the respondents (Ahmed et al., 2017).

Design and data analyses

The collected data were scored according to the scoring systems of Self Concept Scale developed by Ahmed et al. (2017). SPSS (version-20) program was used to analyze the data according to the design of the study. The results were computed through the calculation of analysis of variance (ANOVA). The independent variables were sex (male/female), residential environment (metropolitan city/district town/rural area) and educational institution (cadet college/govt. college/ non-govt. college). The dependent variable was educational self-concept. Thus, the study used 2X3X3 factorial design.

III. RESULT AND INTERPRETATION

This investigation attempted an empirical study on the development of educational self-concept as function of sex, residential environment and educational institution. The statistical analyses and results of this study was computed by using ANOVA to measure educational self-concept involving two levels of sex, three levels of residential environment and three levels of educational institution. Table-1 contains the summary of ANOVA on educational self-concept as answered by the respondents. The results (Table-1) showed that the main effect of residential environment on educational self-concept was statistically significant (F=11.294, df = 2/702, **P< 0.01). Similarly, the main effect for educational institution on educational self-concept was statistically significant (F = 135.341, df = 2/702, **P < 0.01). It was also found that a two-way interaction between residential environment and educational institution on educational self-concept was statistically significant (F = 13.221, df = 4/702, **P < 0.01). Similarly, three-way interaction among sex, residential environment and educational institution on educational self-concept was statistically significant (F = 4.247, df = 4/702, **P < 0.01).

Table-1: Summary of ANOVA on educational self-concept representing two levels of sex, three levels of residential environment and three levels of educational institution.

Source	Sum of Squares	df	Mean Square	F	*p* value
Sex (A)	2.689	1	2.689	1.091	.297 n.s
Residential Environment (B)	55.686	2	27.843	11.294**	.000
Educational Institution (C)	667.336	2	333.668	135.341 **	.000
A* B	7.436	2	3.718	1.508	.222 n.s
A * C	9.469	2	4.735	1.920	.147 n.s
B* C	130.381	4	32.595	13.221 **	.000
A* B * C	41.881	4	10.470	4.247 **	.002
Error	1730.700	702	2.465		
Corrected Total	2645.578	719			

** F is significant at the 0.01 level and n.s = not significant.

The results reported in table-1 showed that the main effect of residential environment on educational self-concept was statistically significant (F = 11.294, df = 2/702, **P<0.01).

Table-2: Showing significant difference of residential environment among metropolitan city, district town and rural area on the scores of educational self-concept (N = 240 for each group).

Mean Score of Residential Environment		
Metropolitan city	District town	Rural area
18.07 a	17.90 a	17.41 b

Note: Common subscripts do not differ significantly. Mean difference was computed by using Post Hoc Tests.

An inspection of this result reported in table-2 showed that regardless of sex and educational institution, respondents of metropolitan city residential environments exhibited (M = 18.07) significantly higher positive educational self-concept than the respondents of rural residential environment (M = 17.41). Similarly, respondents of district town residential environment (M=17.90) showed significantly higher positive educational self-concept than the respondents of rural residential environment (M=17.41). However, there was no significant mean difference of educational self-concept between the respondents of metropolitan city and district town residential environment in higher secondary level students of Bangladesh. The effect of residential environment on educational self-concept is graphically presented in figure-1.

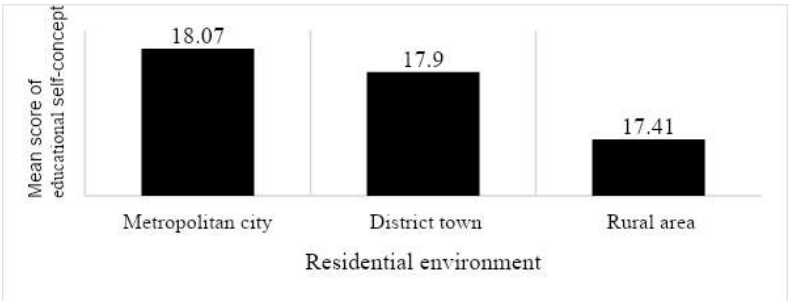

Figure-1: Showing main effect of residential environment among metropolitan city, district town and rural area residential environment on their educational self-concept.

The results reported in table-1 showed that the main effect of educational institution on educational self-concept was statistically significant (F = 135.341, df = 2/702, **P<0.01).

Table-3: Showing significant mean difference of educational institution among cadet college, govt. college and non-govt. college on the scores of educational self-concept (N = 240 for each group).

Mean Score of Educational Institution		
Cadet college	Govt. college	Non-govt. college
18.34 a	18.60 a	16.44 b

Note: Common subscripts do not differ significantly. Mean difference was computed by using Post Hoc Tests.

An inspection of this result reported in table-3 showed that regardless of sex and residential environment, the respondents of cadet college (M = 18.34) possessed significantly higher positive educational self-concept than the respondents of non-govt. college (M=16.44). Similarly, the respondents of govt. college (M=18.60) showed significantly higher positive educational self-concept than the respondents of non-govt. college (M= 16.44). However, there was no significant mean difference between the respondents of cadet college (M=18.34) and govt. college (M=18.60) in their educational self-concept among higher secondary level students in Bangladesh. The effect of educational institution on educational self-concept is graphically presented in figure-2.

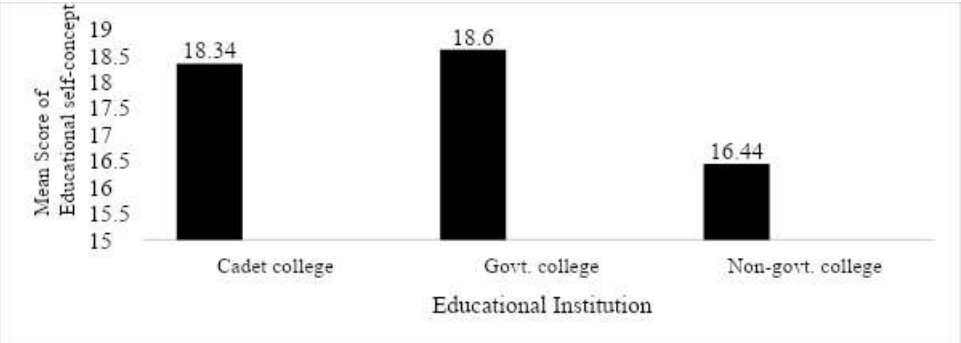

Figure-2: Showing main effect of educational institution among cadet college, govt. college and non-govt. college on their educational self-concept.

The results reported in table-1 showed that a two-way interaction between residential environment and educational institution on educational self-concept was statistically significant (F = 13.221, df = 4/702, **P<0.01).

Table-4: Showing mean scores and their significant mean differences between different levels of residential environment and educational institution on educational self-concept (N = 80 for each group).

	Cadet college	Govt. college	Non-govt. college
Metropolitan city	18.21 a	19.42 b	16.56 d
District town	18.41 a	18.99 b	16.31 d
Rural area	18.39 a	17.40 c	16.45 d

Note: Common subscripts do not differ significantly. Mean difference was computed by using syntax of Post Hoc Tests.

An inspection of mean scores reported in table-4 showed that in case of metropolitan city, it was found that the respondents of govt. college (M = 19.42) displayed significantly higher positive educational self-concept than the respondents of cadet college (M= 18.21) and non-govt. college (M = 16.56). Similarly, respondents of cadet college (M= 18.21) showed significantly higher positive educational self-concept than the respondents of non-govt. college (M= 16.56) according to their metropolitan city residential environment. Similarly, in case of district town residential environment, it was found that the respondents of govt. college (M= 18.99) showed significantly higher positive educational self-concept than the respondents of cadet college (M=18.41) and non-govt. college (M= 16.31). Moreover, the respondents of cadet college (M=18.41) exhibited significantly higher positive educational self-concept than the respondents of non-govt. college (M=16.31) according to their district town residential environment. In case of rural residential environment, it was found that the respondents of cadet college (M= 18.39) showed significantly higher positive educational self-concept than the respondents of govt. college (M= 17.40) and non-govt. college (M=16.45). Similarly, respondents of govt. college (M= 17.40) showed significantly higher positive educational self-concept than the respondents of non-govt. college (M=16.45) regarding their rural residential environment. The interaction effect was plotted in figure-3.

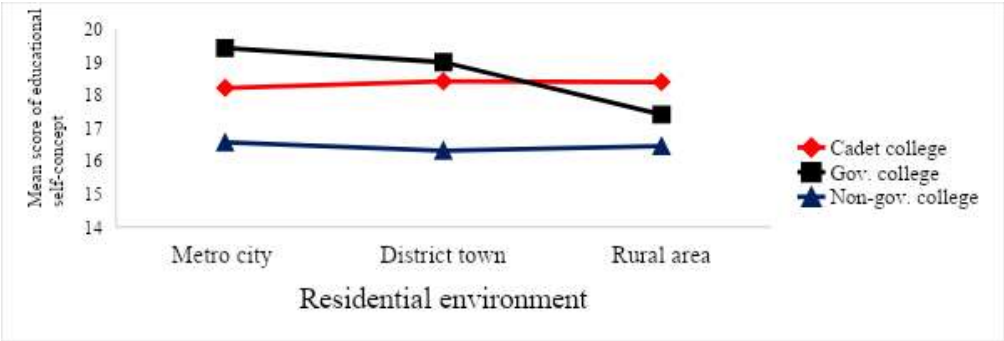

Figure-3: Showing two-way interaction effect between three levels of residential environment (metropolitan city/district town/rural area) and three levels of educational institution (cadet college/govt. college/ non-govt. college) on their educational self-concept.

The results reported in table-1 showed that three-way interaction representing sex, residential environment and educational institution on educational self-concept was statistically significant (F = 4.247, df = 4/702, **P < 0.01).

Table-5: Showing significant mean differences between different levels of sex, residential environment and educational institution on the scores of educational self-concept (N = 40 for each group).

Residential environment	Sex	Cadet college	Govt. college	Non-govt. college
Metropolitan city	Male	18.50 a	19.23 b	16.95 d
	Female	17.93 a	19.62 b	16.18 e
District town	Male	18.13 a	19.55 b	16.35 d/e
	Female	18.70 a	18.43 a	16.28 d/e
Rural area	Male	18.10 a	17.35 c	16.55 d/e
	Female	18.67 a	17.45 c	16.35 d/e

Note: Common subscripts do not differ significantly. Mean difference was computed by using syntax of Post Hoc Tests.

An inspection of mean scores reported in table-5 showed that male respondents of govt. college (M=19.23) showed significantly higher positive educational self-concept than the male respondents of cadet college (M=18.50) and non-govt. college (M=16.95) in respect of their metropolitan city residential environment. Similarly, female respondents of govt. college (M=19.62) showed significantly higher positive educational self-concept than the female respondents of cadet college (M=17.93) and non-govt. college (M=16.18) in respect of their metropolitan city residential environment. Whereas, male respondents of cadet college (M=18.50) exhibited significantly higher positive educational self-concept than the male respondents of non-govt. college (M=16.95) from metropolitan city residential environment. Similarly, female respondents of cadet college (M=17.93) exhibited significantly higher positive educational self-concept than the female respondents of non-govt. college (M=16.18) from metropolitan city residential environment. Moreover, in case of metropolitan city, there was no significant difference between male respondents of cadet college (M=18.50) and female respondents of cadet college (M=17.93) in their educational self-concept. Similarly, there was no significant mean difference between the male respondents from metropolitan city of govt. college (M=19.23) and female respondents from metropolitan city of govt. college (M=19.62) in their educational self-concept. But male respondents of non-govt. college (M=16.95) showed significant higher positive educational self-concept than the female respondents of non-govt. college (M=16.18) according to their metropolitan city residential environment.

Again, male respondents of govt. college (M=19.55) showed significantly higher positive educational self-concept than the male respondents of cadet college (M=18.13) and non-govt. college (M=16.35) in respect of their district town residential environment. On the other hand, there was no significant mean difference in educational self-concept between female respondents of govt. college (M=18.43) and female respondents of cadet college (M=18.70) but both the groups showed significantly higher positive educational self-concept than the female respondents of non-govt. college (M=16.28) according to their district town residential environment. Moreover, in case of district town residential environment, the male respondents of govt. college (M=19.55) showed significantly higher positive educational self-concept than the female respondents of govt. college (M=18.43). However, in case of district town residential environment, no significant difference was found in educational self-concept between the male (M=18.13) and female (M=18.70) respondents of cadet college as well as the male (M=16.35) and female (M=16.28) respondents of non-govt. college.

Again, in case of male of rural area residential environment, the respondents of cadet college (M=18.10) showed significantly higher positive educational self-concept than the respondents of govt. college (M=17.35) and non-govt. college (M=16.55). Similarly, in case of female of rural area residential environment, the respondents of cadet college (M=18.67) showed significantly higher positive educational self-concept than the respondents of govt. college (M=17.45) and non-govt. college (M=16.35). Furthermore, in case of male of rural residential environment, the respondents of govt. college (M=17.35) showed significantly higher positive educational self-concept than the respondents of non-govt. college (M=16.55). Similarly, female respondents of govt. college (M=17.45) showed significantly higher positive educational self-concept than the female respondents of non-govt. college (M=16.35) according to their rural residential environment. Moreover, sex difference was there in the respondents of govt. college with district town residential environment where male (M=19.55) showed significantly higher positive educational self-concept than female M=18.43). Similarly, male (M=16.95) of non-govt. college with metropolitan city displayed significantly higher positive educational self-concept than the female (M=16.18). The interaction effect has been plotted in figure-4.

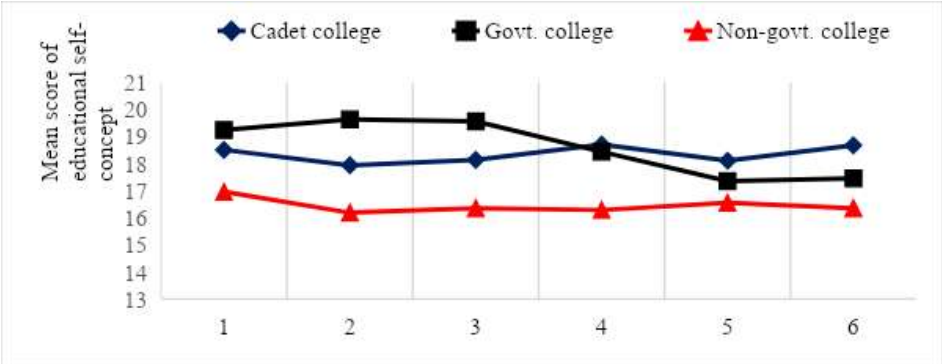

Figure-4: Showing three-way interaction effect between two levels of sex (male/female), three levels of residential environment (metropolitan city/district town/rural area) and three levels of educational institution (cadet college/govt. college/ non-govt. college) on their educational self-concept.

IV. DISCUSSION

The study attempted to investigate the effects of sex, residential environment and educational institution on the development of educational self-concept in higher secondary level students of Bangladesh. The findings of the study reported that the effect of residential environment on the development of educational self-concept was statistically significant (Table-1). It was found that both the respondents of metropolitan city and district town residential environments showed significantly higher positive educational self-concept than the respondents of rural residential environment (Table-2). However, there was no significant difference between the respondents of metropolitan city and district town residential environment. Several studies showed the similar result and influence of residential environment on academic performance and educational self-concept of students (Gonzalez-Pienda et al., 2002). Parental guidance and care for the respondents of metropolitan city and district town is seen remarkable for their educational achievement and developing the positive educational self-concept. They are supported with more facilities in home and the residential environment is also favorable to develop their positive educational self-concept which helps them to achieve positive educational result. Again, the positive educational achievement facilitates to have positive educational self-concept within themselves. Previous studies also indicated that parental support factors have significant contribution in the development of positive self-regard that is statistically related to academic achievement of the students (Mahaffy, 2004). On the other hand, the respondents of rural area are less privileged in relation to educational aspects. The parents and family members of rural area also not concern about the education of their adolescence. Respondents of rural area also provided less reinforcement in correlates to their education. Therefore, they might show relatively less high positive educational self-concept.

The study showed another important finding that the effect of educational institution on the development of educational self-concept was statistically significant (Table-1). The result reported that both the respondents of cadet college and govt. college exhibited significantly higher positive educational self-concept than the respondents of non-govt. college (Table-3). It was found in Erikson's (1963) psychosocial theory that the role of teachers and peers have direct influence on the development of academic abilities. The result of present study could prove the effect of educational institution on the development of educational self-concept in higher secondary level students. It is found in Bangladesh that the cadet colleges are full of resources in related to education. The teachers of cadet college are more competent and trained in pedagogy to help the students in developing their educational self-concept. Moreover, peer relations of cadet colleges also strong and they stand for each-other in any educational difficulty. Besides, the students of cadet colleges are admitted through a competitive admission test. Thus, their cognitive ability is relatively higher and they can receive the educational instruction easily. Regarding govt. college, the teachers are also trained in pedagogy and competent in teaching by which students are ensured to develop their educational self-concept. The peer relations also flexible and positive among the students in govt. college that can help them to solve their educational problems which may facilitate to develop positive educational self-concept. Besides, good students are admitted in govt. colleges through online institution selection system and their cognitive ability is better and they can comprehend the educational topics easily. Therefore, the respondents of cadet college and govt. college could develop positive educational self-concept within themselves. Whereas, the teachers of non-govt. colleges in the context of Bangladesh are less competent and many of them are not undergone any pedagogy training which has impact on the students' educational field. The peer bonding also not stronger and many of them are irregular in their class activities which may hinder to develop their positive educational self-concept. As a result, they showed significantly less high positive educational self-concept than the students of cadet college and govt. college.

Some important and significant findings related to educational self-concept was found in two-way interaction effect between residential environment and educational institution (Table-1). In case of cadet college, it was found that there was no significant difference in educational self-concept according to the differences of residential environment (Table-4). Cadet colleges are residential educational institutions where all students pass maximum time in the year and all of them are provided equal facilities and privileges. Consequently, the background residential environment of the students of cadet colleges plays very minor role in their educational self-concept. In case of govt. college, the respondents of metropolitan city and district town showed significantly higher positive educational self-concept than the respondents of rural area. Students of metropolitan city and district town get similar facilities and supports from their residential environment. Though the students of rural area residential background read in govt. college, they have different early age experience and they get less support from home and their residential environment is less favorable in education which may affect their educational self-concept. The findings of the study conducted by Marsh and Ayotte (2003) also showed that the academic achievement of the students was correlated with the self-concept at their early age. Since the students of non-govt. colleges are admitted as per their previous secondary school results which shows relatively less academic achievement and the educational institution also plays a vital role here to develop comparatively inferior educational self-concept. Therefore, the students of non-govt. colleges possess less positive educational self-concept irrespective of their residential environment. Harackiewicz et al., (2002) found similar findings that self-concept of students may be moderated by success and failure in elementary and secondary school years.

Three-way interaction effect representing sex, residential environment and educational institution on educational self-concept was statistically significant (Table-1). In case of cadet college, the result reported that there was no significant difference in educational self-concept according to the sex differences and differences of residential environment (Table-5). Because cadet colleges are residential educational institutions where all students pass maximum time in the year and all of them are provided equal facilities and privileges. Male and female also across the similar tasks and procedure of development. Consequently, the background residential environment and sex differences of the students of cadet colleges play very negligible role to develop their educational self-concept. In case of govt. college, the respondents of metropolitan city and district town showed significantly higher positive educational self-concept than the respondents of rural area. Here, sex differences are not significant rather the differences happen due to the residential environment. Ahmed (2014) showed similar result and explained that girls are getting equal priority like boys in home as well as in school. Parents now take care of their sons as well as their daughters in an equal manner in the context of Bangladesh. Students of metropolitan city and district town get similar facilities and supports from their residential environment. Though the students of rural area residential background read in govt. college, they have different early age experience and their guidance from family and home are not adequate in educational help. Moreover, their residential environment is less favorable in education which may affect to develop their positive educational self-concept. The findings of the study conducted by Marsh and Ayotte (2003) also showed that the academic achievement of the students was correlated with the self-concept at their early age.

In case of metropolitan city, both male and female students of govt. college showed significantly higher positive educational self-concept than the students of cadet college. The students of cadet colleges enjoy all facilities in related to education but they go through a common binding and get less flexibility to fulfill their own area of interests. Whereas, the students of govt. college of metropolitan city enjoy all modern facilities in relation to education and same time they get higher flexibility to involve themselves in their own area of interest and have the scope to get favorable teachers to solve their educational problems. Thus, the students of govt. college of metropolitan city residential environment possess higher positive educational self-concept.

V. CONCLUSION

This research may be considered as an empirical study of educational self-concept based on its instrument and procedure. A good number of sample and a sound statistical analysis may justify the generality of the result of this study. The investigation used several variables such as sex, residential environment and educational institution and their effects on educational self-concept in higher secondary level students of Bangladesh.

Proper environment and ensuring the manifestation of influential factors in a systematic manner help students to develop their positive educational self-concept. Whereas, the insufficiency and malfunctioning of determining variables create obstruction to develop positive educational self-concept which ultimately influences various field of achievement and activities negatively. This study has given empirical evidence to enrich the knowledge of educational self-concept and certain factors of educational self-concept development which may help to build positive educational self-concept among the higher secondary level students of Bangladesh by changing and controlling the relevant variables in a favorable approach. Thesechanges will turn

into build a talent and psychologically healthy citizen who will contribute the society in a productiveway.

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