

Exploring Talent Among the Adolescents of Punjab

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Abstract: Talent is the world's most valuable resource. It is ability or skills that someone is born with. Talent is somewhat strange status in our society. The main objective of this paper was to explore talent among the adolescents of Jassipauwali village of Punjab. The data were taken from 80 adolescents. Among the 80 adolescents 48 male and 32 females were taken on random basis. Self-made questionnaire was used by the investigator for the purpose of collecting data from the adolescents. Item wise analysis was used to explore talent among the Adolescents. The result revealed that the he majority of the adolescents (81.25%) were singer, (72.5%) have dancing talent, 73.75% adolescents were Punjabi dancer, 67.5% adolescents perform dancing as a supporting role and 3.75% adolescents perform dancing at the international level. 65% adolescents win the trophy in the dancing competition at the village level and 1.25% at international level. (32.5%) read books during their leisure time and 28.75% watch TV. Most of the adolescents reads religious and short stories books in their spare time.

Keywords: Talent, Adolescents, Games and Sports, Singing, Dancing and Handicrafts

INTRODUCTION

Talent plays an important role in one's life. Talent is the world's most valuable resource. Talent is ability or skills that someone is born with. According to [Global Talent Competitiveness Index report \(2020\)](#) India ranks 68 among the participating nation. A person with talent is one who may exhibit exceptional performance as a consequence of some kind of systematic instruction in a particular area of human activity. According to the 19th century author's talent emerges from learning as well as abilities and knowledge in at least one field of human endeavour ([Heller et al., 2000](#)). Talent is outstanding characteristics of human being to do something different or higher order of difficulty and complexity in the current and the future time ([Cooke et al., 2014](#); [Frank et al., 2004](#)). Talent is the culmination of one's knowledge, abilities, attitudes, habits, and behaviours ([Schiemann, 2014](#)). Talent is the relative measure of one's progress in an activity. A person who have some kind of talent in any field is called talented. Talented person are those persons who are successful in some field ([Erich, 1991](#)). Everyone is talented, but the only people who decide on their talent and invest in it are talented.

Over the centuries the term talent has changed semantically and slowly transformed itself into a floating signifier or become an accidental designator. The term talent no longer has one single meaning and a referent in real life, but instead a multiplicity of meaning and references to something beyond real life, something indefinite and indefinable. Talents emerge from general ability as a confluence of genetic dispositions, home and school experiences, and students' unique interests and learning styles. If different people are in the same situation for the skill in an activity, we will find that different people show differences in the amount of skill they acquire. Some people are better and more efficient in one area of learning and faster than others, while others may be more efficient in their ability, skills, and speed. In fact, such a difference is due to the difference in

their talents. Despite the fact that everyone has potential, only talented individuals choose to develop it. Adolescents' decisions about commitment to their talent activities appear to be related less to their actual level of competence or ability, and more to individuals' motivational characteristics (Csikszentmihalyi et al., 1993; Fredricks et al., 1997). In recent years, educators prioritised on the principle that schools should equip students not only with knowledge and information, but also with life skills, strategies, and values that will enable them to become autonomous 'lifelong learners' who can fulfil their potential, enhance their quality of life, and contribute positively to society (Education Commission, 2000). Researchers have contended that career development strategies in adolescents are closely related both to talent development and to the acquisition of work values (Olszewski-Kubilius & Lee, 2004; Gibson, 2004; Lien, 2005).

There are many types of talent possessed by the individuals. Some have good talent of singing; some have good talent of dancing. Other types of talent include drawing, acting, driving, cooking, photography, playing musical instruments, games and sports, poetry, handicrafts, modelling, comedy, painting, sculpturing, art, fashion designing, managerial talent, yoga etc. The present study is undertaken to explore the talent among the adolescents of Jassipauwali village of Punjab. To do this, the investigator visited the village of Jassipauwali to build relationships with the adolescents. Talent is somewhat strange status in today's world. Teacher often speaks about some of their students having more talent than others. Coaches freely used the term to describe the differential performance of their athletes. Moreover, conversation among the diverse people, including psychologists, will often contain statements like "I have not Talent for music or you have genius talent for sports". Thus, talent is frequently counted among the personal capacities responsible for the exceptional performance. Talent designate the outstanding mastery of the systematically developed competencies in at least one field of human activity to a degree that placed an individual at least among the top of learning

Talented individual makes exceptional direct peers (Gagné, 2008). Every child possesses some kind of hidden talent in him. Contribution- including breakthrough innovation and scientific discoveries- and coordination and guide their action of many others, propelling the knowledge frontier and spurring economic growth (Simonton, 2001). We benefit from other people's talent, we benefit from job's Apple creations, Edison's lights bulb, Ford's automotive ideas or our mom's cooking. Almost everyone around us contribute to our welfare in one way or another. Talent needs to be explored so, that maximum benefits should be taken from it. The NCERT started the National talent search scheme since 1963 to identify talented students and nurture their talent. The scheme covers areas like science social science, engineering, medicine, management and law. "To find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness" (Dewey, 1916). Diamond are attractive because of their appearance and the value they carry. If one discovers acres of diamond, the person can vastly accumulate great wealth. The great thing is we all can find diamonds. They are existing everywhere. The surprising thing is most of the time they are just close to us. We don't get to see them because we ignore their existence. Talent exploration is a not an easy task. From sports, through art, to education researchers in all the domains are attempting to find the best in their field. However, exploring the most effective and efficient talent is a complex task.

From the above highlighted studies, it was found that talent plays an important role in life and particularly in the life of adolescents. So, the objective of this study is to explore talent (Games and sports, Dancing, Singing, Debate Painting and Handicrafts) among the adolescents of JassiPauwali village of Punjab. Thus, the investigator addressed to answer the question that what are the various type of talent found among the adolescents of Jassipauwali village? Descriptive survey method was used by the investigator for the present study.

METHOD

In the present study, descriptive survey method was used. The investigator visited the village and interacted with the Adolescents of Jassipauwali to collect the data in December 2019. Participants were adolescents from JassiPauwali village of Punjab, spanning from 10 to 18 years old.

Permission had been taken from the Sarpanch to meet the adolescents inside the village for the survey. The researcher spent considerable time with the adolescents for establishing rapport with them so that they feel comfortable. After establishing rapport, the questionnaire was administered individually and instructions were given to them. Adolescents cooperate and answered the questionnaire with interest, involvement and commitment.

Data were collected from 80 adolescents of Jassipauwali village of Punjab. Out of 80 adolescents 32 female and 48 males were taken (see Table 1). Convenience sampling was used in this study to select the participants. As for as age group was concerned 15 adolescents were in the age group of 10-12, 38 adolescents were in the range of 13-15 and 27 were in 16-18 age group. Moreover, 45 adolescents live in nuclear family and 35 adolescents' lives in joint family. Convenience sampling method was used for two reasons-firstly, respondents were selected because they happened to be in the right place at the right time and secondly, convenience sampling technique is not recommended for descriptive or casual research, but it can be used in exploratory research for generating ideas.

Table 1. Demographic Characteristics of the Sample

Gender		Age Group			Type of family	
Male	Female	10-12	13-15	16-18	Joint	Nuclear
48	32	15	38	27	35	45
80		80			80	

For the purpose of collecting the data from the adolescents of Jassipauwali village, the investigator uses the self-prepared questionnaire. Questionnaire was developed after reviewing related literature and considering the objective of the present study. In the process of preparing and finalizing the questionnaire suggestions were taken from subject experts. The questionnaire consists of two parts, the first part of questionnaire consists of bio data of respondents including name, age, gender and types of family. The second part of questionnaire consists of 32 questions on six type of talent (Games and sports, Dancing, Singing, Debate Painting and Handicrafts). In order to study the objectives of the present study, the investigator use the technique of percentage analysis.

RESULT AND DISCUSSION

Result

A Games and Sports

Q. No. 1 Games played by the adolescents.

Table 2. Showing the Percentage of Game Played by the Adolescents

Games	Numbers	Percentage (%)
Cricket	29	36.25
Kho-Kho	15	18.75
Kabaddi	09	11.25
Hockey	06	7.5
Other	21	26.25
Total	N=80	100

The Table 2 shows that 36.26% (29) of the respondents play Cricket, 18.75% (15) play Kho-Kho, 11.25% (09) play Kabaddi and 7.5% (06) play Hockey and only 26.25% (21) play other games. It means most of the adolescent's play cricket

Q. No. 2. The level to which the adolescents played games.

The [Table 3](#) shows that the majority (60%) of the respondents play the games at the village level, 17.5% play at district level and 22.5% play at state level. No one plays the games/sports at national and international level.

Table 3. Showing the Percentage of Level to Which the Adolescents Play Games

Levels	Numbers	Percentage (%)
Village	48	60
District	14	17.5
State	18	22.5
National	0	0
International	0	0
Total	(N=80)	100

Q. No 3&4. What is the percentage of winning the Medal/trophy at different levels?

Table 4. Showing the Percentage of Winning the Medal/Trophy at Different Levels

Percentage of Winning	Percentage of winning at different level (%)				
	Village	District	State	National	International
73.75	65	15	18.7	1.25	0

The [Table 4](#) shows that the overall percentage of winning the games/sports was 73.75. 65% adolescents play the games/sports at village level, 15% play at the district and 18.75% adolescents play at state level. The percentage of winning the trophy at national level was only 1.25% and no one play games/sports at international level.

Q. No. 5 Appreciation of the game they play.

Table 5. Showing the Percentage of Adolescents Getting the Appreciation of Their Talent

Response	Numbers	Percentage (%)
Yes	66	82.5
No	14	17.5
Total	(N=80)	100%

The [Table 5](#) shows that the maximum numbers of respondents (82.5%) get appreciation of his/ her talent in games and sports, and only 17.25% did not get appreciation.

B. Singing

Q. No. 1 Are you a singer?

Q. No. 2 Which type of songs you sing?

Table 6. Showing the Percentage of Singer and Types of Songs They Sing

Percentage of singing talent	Percentage of types of song the adolescent sings (%)				
	Pop	Rock	Romantic	Classical	Other
81.25	20	12.5	23.75	22.5	21.25

The [Table 6](#) shows that the overall percentage of singing talent was 81.25%. 23.75% of the respondents sing romantic songs, 22.5% sing classical songs and 12.5% sing rock songs. 20% adolescents sing pop songs and 21.25% sing songs other than these.

Q. No. 3. You are main singer or supporter?

Table 7. Showing the Percentage of Adolescents Singing as A Main Singer and Supporter

Role	Numbers	Percentage (%)
Main singer	58	72.5
Supporter	22	27.5
Total	N=80	100

Table 7 shows that the maximum numbers of the respondents 58 (72.5%) were main singer and only 27.5% were supporter.

Q. No. 4 Getting a chance of winning the medal/trophy at which level.

Table 8. Showing the Percentage of Adolescents Winning Trophy/Medal at Different Levels

Levels	Numbers	Percentage (%)
Village	64	80
District	2	2.5
State	13	16.25
National	1	1.25
International	0	0
Total	N=80	100

The Table 8 shows that the majority of the respondents 64 (80%) win the medal/trophy in singing at village level, 2.5% at district and only 16.25% win at state level. At national level only 1.25% of the respondents win trophy in singing. No adolescents win the trophy in singing at international level.

C. Dancing

Q. No. 1 Are you a dancer?

Q. No. 2 Which type of dancer you are?

Table 9. Showing the Percentage of Type of Dancing Talent

Percentage of dancing talent (%)	Percentage of types of dancing talent found among the adolescents (%)			
	Punjabi	Classical	South Indian	None of these
72.5	73.75	17.5	0	8.75

The Table 9 shows that the overall percentage of dancing talent was 72.5%. The majority of the respondents (73.75%) were Punjabi dancer, 17.5% were classical dancer and no one perform south Indian dance. 8.75% of the adolescents perform dance other than these types.

Q. No. 3 Dancing Performance among the adolescents.

Table 10. Showing the Percentage Performance of Dancing Talent as A Leading and Supporting Role Among the Adolescents

Role	Numbers	Percentage (%)
Main Dancer	26	32.5
Supporter	54	67.5
Total	(N=80)	100

The Table 10 shows that 67.5% of the respondents perform dancing as a supporting role and only 32.5% of the respondents said that they were main dancer. It means the percentage of dancing as a supporting role were more than main role.

Q. No. 4 Dancing Performance among the adolescents at different level.

Table 11. Showing the Percentage Dancing Performance Among the Adolescents at Different Level

Levels	Numbers	Percentage (%)
Village	59	73.75
District	08	10
State	10	12.5
National	0	0
International	3	3.75
Total	(N=80)	100

The Table 11 shows that the maximum numbers of the respondents i.e 59 (73.75%) perform dancing at village level, 12.5% perform at state and 10% perform at district level. Only 3.75% perform dancing at international level. No one perform the dancing at the international level.

Q. No. 5 Winning medal/ trophy in dancing competition.

Q. No. 6 The level to which the respondents win the trophy/medal in the dancing competition.

Table 12. Showing the Percentage of Adolescents Winning the Trophy/ Medal in Dancing Competition at Different Levels

Percentage of winning the trophy (%)	Percentage of winning the trophy in dancing competition at different levels (%)				
	Village	District	State	National	International
78.75	65	15	16.25	2.5	1.25

The Table 12 shows that the overall percentage of winning the trophy/medal was 78.75%. The table also shows that the maximum numbers of the respondents (65%) win the medal/trophy in dancing competition at the village level, 15% of them win at district and only 16.25% of them win at state level. Only 1.25 win trophy in dancing competition at international level.

D. Debate

Q. No. 1 Are you a debater?

Q. No.2 To which level the respondents take part in debate competition?

Table 13. Showing the Percentage of Debate Talent Among the Adolescents at Different Levels

Percentage of Debate talent (%)	Percentage of debate talent among the adolescents at different levels (%)				
	Village	District	State	National	International
78.75	61.25	15	18.75	3.75	1.25

The Table 13 shows that the debate talent was 78.75% among the adolescents. It also shows that the majority of the students (61.25%) take part in debate at the village level, 18.75% at state level, 15% at district and only 3.75% at the level national level. 1.25% of the respondents take part in debate at the international level.

Q. No.3 Winning the medal/trophy in debate competition.

Q. No.4 Winning the medal/trophy in debate competition at different levels.

The [Table 14](#) shows that the 60% debate talent was found among the adolescents. The table also shows that the maximum numbers of the respondents 63% win the medal/trophy in debate competition at the village level, 17.5% of them win at district and only 13.75% of them win at state level. Only 5% win trophy in debate competition at international level.

Table 14. Showing the Percentage of Winning the Trophy in Debate Competition at Different Levels

Percentage of winning the trophy (%)	Percentage of winning the trophy in debate competition at different levels (%)				
	Village	District	State	National	International
60	63.75	17.5	13.75	0	5

Q. No.5 how many times the adolescents have won the trophy/medal in debate competition.

Table 15. Showing the Frequency of Winning the Debate Competition

Frequency	Numbers	Percentage (%)
1 time	60	75
2 time	10	12.25
3 time	10	12.25
4 time	00	00
Total	(N=80)	100

This table shows that the majority of the respondent 60 (75%) wins the debate competition 1 time, 12.25% 2 times, and only 12.25% 3 times. No one win the the trophy in debate competition more than 4 times.

E. Handicrafts

Q. No.1 Are you a hand crafter?

Q. No.2 Which types of hand crafter you are?

Table 16. Showing the Percentage of Types of Handicraft Talent Among the Adolescents

Percentage of handicraft talent (%)	Percentage of types of handicraft talent among the adolescents (%)				
	Dyeing	Sewing	Pottery	Weaving	Other
75	41.25	16.25	5	1.25	36.25

The [Table 16](#) shows that the 75% handicrafts talent was explored among the adolescents. The above table also shows that the 41.25% of the respondents have the talent of dyeing, 16.25% have sewing and 5% have pottery talent. Only 1.25% of them have the talent of weaving. 36.25% have talent other than these talent.

Q. No.3 From where do you learn the making of handicrafts?

Table 17. Showing the Percentage of Making of Handicrafts from Different Persons

Source	Numbers	Percentage (%)
Mother/father	40	50
Relatives	12	15
Self	14	17.5
Specialists	03	3.75
Others	11	13.75
Total	(N=80)	100

It was clear from the [Table 17](#) that majority of the adolescent's 50 percent learn the making of handicraft from their parents. 15% learn it from their relatives and 17 percent learn themselves and only 3.75% learn the making of handicrafts from the specialists. 13.75 learn it from others. It means parents have great role in teaching the crafts skills to their children.

Q. No.4 How much experience you have in making of crafts?

Table 18. Showing the Percentage of Experience of Making the Handicrafts

Time	Numbers	Percentage (%)
Less than 1 year	39	48.75%
1-2 year	17	21.25%
2-3 year	16	20%
3-4 year	08	10%
Total	(N=80)	100%

It was clear from the table that 48% of the respondents have less than one year experience of making of handicrafts and 21.25% have experience of 1- 2 year. 20% of them have experience of 2-3year and only 10% have experience of 3-4 years of making of handicrafts. It means most fo the adolesecnts have less then one year experience.

F. Painting

Q. No.1 Are you a painter?

Q. No.2 Which type of painter you Are?

Table 19. Showing the Percentage of Type of Painting Talent Among the Adolescents

Percentage of painting talent among adolescents (%)	Percentage of types of painting talent among the adolescents (%)			
	Word painter	Nature painter	Sketching	Other
67.5	8.75	22.5	55	13.75

The [Table 19](#) shows that the overall percentage of painting talent was 67.5%. It also shows that the majority of the respondent were sketch painter. 22.5% were nature painter and 8.75% were word painter and 13.75% were other types of painter other than these.

Q. No.3 Participation in painting competition.

Q. No.4 The level at which the adolescents participate in the painting competition?

Table 20. Showing the Participation of The Adolescents in The Painting Competition at Different Levels

Percentage of participation in the painting competition (%)	Percentage of participation of the adolescents in the painting competition at different levels (%)				
	Village	District	State	National	International
81.25	76.25	17.5	21.25	1.25	0

It was clear from the [Table 20](#) that the overall percentage of participation in the painting competition was 81.25%. The table also shows that the majority of the adolescents 76.25% participate in painting competition at the village level and 17.5% at district level and 21.25% at state level. There were only 1.25% adolescents who participate in painting competition at the national level. No one participate in painting competition at the internationa level.

Q. No.5 Wining the medal/trophy in the painting competition.

Q. No.6 Win the medal at which level in the painting competition.

Table 21. Showing the Percentages of Winning the Medal/Trophy in the Painting Competition at Different Level

Percentage of winning the trophy (%)	Percentage of winning the trophy painting competition at different levels (%)				
	Village	District	State	National	International
72.5	71.25	8.75	20	0	0

The [Table 21](#) shows that the winning percentage among the adolescents was 72.5%. The table also shows that the majority of the adolescents (71.25%) win the medal/trophy in the painting competition at village level, 20% of them win at state and only 8.75% of them win at district level. No one-win trophy in painting competition at national and international level.

G. Free time activities

Q. No.1 What adolescents do in leisure time?

Table 22. Showing the Percentage of Activities During Leisure Time

Activities	Numbers	Percentage (%)
Gardening	20	25
Reading books	26	32.5
Watching T. V	23	28.75
Other	11	13.75
Total	(N=80)	100

It was clear from the [Table 22](#) that 32.5% Of the respondents read books during their leisure time, 20% gardening and 28.75% of them watch television. 13.75% of the adolescents do activities other than these.

Q. No.2 Types of books adolescents read during leisure time.

The majority of the respondents said that they read religious books during leisure time. Some students read short stories books, ghost stories books and some of them read the poems.

Discussion

The purpose of the study was to explore talent among the adolescents. According to the investigation, teenagers in the Punjabi village of Jassipauwali have been discovered to possess a variety of talents. Among the explored talent singing talent was found to be more prevalent among them. Majority of them sings romantic songs and wins the trophy at village level. The reasons behind not winning the trophy or medal at state and national level was that they did not get furnished ground for their singing talent. Singing is important because it fosters successful collaboration among young people of different ages and skills to create something exceptional in the arts. It also helps to build self-confidence, self-esteem, always engages the emotions, promotes social inclusion, and supports the development of social skills. Increasing knowledge, comprehension, and abilities regarding the outside world via music. Children who sing will probably become more proficient in their native tongue, with reading abilities likely to increase ([Welch, 2012](#)). Hormone levels are typically modulated by music performance and listening ([Levitin et al., 2018](#)).

As far as dancing talent was concerned 72 percent adolescents have dancing talent majority of them were Punjabi dancer. The study was conducted in Punjabi village that is why they were Punjabi dancer. Despite their dance skill, they were not recognized at the state or national levels with a trophy or medal. The majority of the responders support themselves through dancing. Through a range of disciplines, dance teaches the value of movement and health in a variety of ways. Dancing has been shown to increase young people's levels of physical activity ([Gabriela,](#)

2021). It teaches us how to exert control over our muscles to move through the proper postures. It is also a terrific hobby that can be enjoyed at almost any age. The amount of dancing talent may be boosted by organizing multiple events and performances at schools or even at the village level. Children that participate in dance lessons in the classroom also gain important academic skills including creativity, communication, critical thinking, and cooperation. Students are encouraged to utilize their imaginations, work with their classmates to solve issues, and find various solutions to problems through the creative process. But because of the financing crisis and budget cuts, arts instruction is frequently neglected or dropped entirely from the school curriculum. Arts-based educational initiatives can help at-risk pupils with their academic performance and disruptive conduct by acting as a therapeutic tool. A regular yoga and dance practice, as mentioned by Gleeson et al. (2012), may ultimately lower the release of cortisol (the stress hormone), which might positively enhance overall emotional well-being.

Handicrafts talent has been found in majority of the adolescents (75 percent) and most of them have dyeing talent and learn the making of craft from their parents. Majority of the respondents have less than 1 year of experience in handicraft. Learning how to make things helps a child develop their creativity as well as their fundamental abilities, which in turn helps them do better in school. Additionally, it aids young children in exploring and sharing their feelings as well as how they relate to their family, friends, and plans and goals for the future. The many advantages of arts and crafts also include the improvement of academic performance and the promotion of cultural awareness.

It has been found from the current research that most of the adolescents (78.75%) take part in debate competition, 61.25% participate in debate competition at the village level and 1.25% of them at the international level. 60% adolescents win the medal/trophy in the debate competition and 5% adolescents win the trophy/medal in the debate competition at the international level. This means that this talent has been found among the adolescents and they take part in completion at village levels. To enhance the debate competition schools should organize awareness programs, benefits of debates from time to time, so that every child have an idea of the importance of debate. Activities that include debate have a tangible and significant impact on young people's academic achievement, particularly on the growth of reading skills. For instance: African American male high school debaters had a completion rate that was 70% higher than that of their classmates, and they had a completion rate that was 25% higher than that of non-debaters. Participating in debate-related activities may enhance critical thinking, according to both qualitative and quantitative research. Students may have a more meaningful experience with an issue by researching it and then debating and defending it than by merely reading about it in a textbook (Tumposky, 2004). Mezuk et al. (2010) assume that debate can also have an indirect impact on achievement, for instance, by allowing debaters to form mentoring-style connections with professors and other students. They cite earlier studies showing that peer attitudes toward school and teachers' expectations of achievement are related to reading and math test scores and that black students' achievement can be supported by having peers who are competitive but supportive of each other's success (Mezuk et al., 2010). This can be facilitated through debate.

It has been found through this research that the majority of the adolescent (67.5%) have painting talent, 55% adolescents have sketching talent and 22.5% adolescents were nature painter. 81.25% respondents take part in the painting competition, 1.25% take part in painting competition at the national level and 76.25% at the village level. Although the majority of the adolescents has painting talent but most of them take part in painting competition at school and village level. They should have made aware about the importance of painting talent. Moreover, they have also made aware about other types of painting other than sketching and natural painting. As far as cricket is concerned only 36 percent children play cricket. This percentage was very low as there is craze of cricket among the modern youth in the 21 centuries. This could be due to the shortage of cricket facilities. Therefore, the adolescents should have made aware about how to utilize their leisure time. In the current research it has been found that the majority of the adolescents (32.5%) read

books during their leisure time and 28.75% watch TV. Most of the adolescents reads religious and short stories books. There are various other activities that could be done during their leisure time.

CONCLUSION

The present study explored various types of talent among the adolescents of Jassipauwali village of Punjab. The different type of talent found among the adolescents with varying degree. The adolescents played cricket more than the other games such as kabaddi, Kho-Kho and football. They got the appreciation for their talent they have when they display it. Therefore, it is the responsibility of parents, teachers and society as a whole to explore and develop the talent of their children. For this purpose, awareness should be spreads among the children about the benefits of their talent. Talent development can improve communication and sociability abilities. The parents are able to close communication gaps and spend quality time with the children thanks to a feeling of shared purpose, the preparation, and cooperation necessary to assist youngsters develop their potential. A healthy feeling of self-esteem comes from utilizing and developing your abilities, which is essential for a balanced mind and mental wellness.

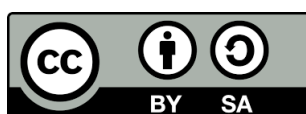
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