



EFFECT OF MUSIC AND SPORTS-BASED LEARNING ON CREATIVITY, DISCIPLINE, AND EMOTIONAL WELL-BEING AMONG PRIMARY SCHOOL CHILDREN IN JAIPUR DISTRICT

¹Bhawna Chaudhary, ²Dr Rachna Sharma

¹Research Scholar, Shyam University, Dausa, Rajasthan

²Dept., Of Education, Shyam University, Dausa, Rajasthan

Abstract

The present study examines the effect of music and sports-based learning on creativity, discipline, and emotional well-being among primary school children in Jaipur District. In contemporary education, holistic development has become an important objective of schooling, emphasizing not only academic achievement but also emotional, social, and behavioral growth. Music and sports activities play a significant role in improving children's imaginative abilities, self-discipline, teamwork, emotional balance, and confidence. The study adopted a descriptive research design and included students from government and private primary schools of Jaipur District. Data were collected through questionnaires, observation methods, and teacher assessment scales. The findings indicate that students participating regularly in music and sports activities demonstrate higher levels of creativity, better discipline, and improved emotional well-being compared to non-participating students. The study highlights the importance of integrating co-curricular and activity-based learning approaches into primary education. It further supports the vision of holistic education emphasized in the National Education Policy (NEP) 2020.

Keywords: Music-Based Learning, Sports Education, Creativity, Discipline, Emotional Well-Being, Holistic Development, Primary Education, Jaipur District.

1. Introduction

Education is considered one of the most significant instruments for the overall development of children and society. In modern

educational philosophy, the concept of education has expanded beyond academic achievement and literacy. Schools are now expected to contribute to the physical, emotional, social, moral, and creative development of children. This comprehensive growth is generally referred to as holistic development. Primary education plays a crucial role in shaping children's personality, habits, attitudes, emotional responses, and learning capabilities. Therefore, educational institutions must provide opportunities that support balanced and multidimensional development among children.

In recent years, educators and policymakers have increasingly recognized the importance of integrating co-curricular activities into the teaching-learning process. Among these activities, music and sports-based learning have emerged as highly effective approaches for promoting creativity, discipline, and emotional well-being among children. Music and sports are not merely recreational activities; they are educational tools that positively influence the mental, emotional, and social growth of students. They encourage active participation, self-expression, collaboration, concentration, and emotional regulation.

Music has been an essential part of human civilization for centuries. It acts as a medium of emotional expression, communication, and cultural preservation. In educational settings, music-based learning includes singing, rhythm exercises, musical games, instrumental activities, and movement-based exercises that enhance cognitive and emotional development. Research studies have shown that music improves concentration, memory, language

development, and imagination among children. Music stimulates multiple areas of the brain, thereby encouraging creativity and innovative thinking. Children who participate in musical activities often develop confidence, emotional sensitivity, and better communication skills.

Similarly, sports-based learning is another important aspect of child development. Sports activities involve physical movement, teamwork, discipline, leadership, and problem-solving. Participation in sports contributes to physical fitness and helps children develop qualities such as punctuality, patience, cooperation, responsibility, and perseverance. Sports also help in reducing stress, anxiety, and emotional instability among school children. In primary education, sports-based learning promotes active engagement and provides opportunities for experiential learning.

Creativity is one of the most valuable abilities required in the twenty-first century. It enables children to think independently, solve problems innovatively, and express ideas effectively. Traditional classroom teaching methods often focus mainly on rote memorization and examination performance, leaving limited scope for creative exploration. Music and sports activities provide children with opportunities to imagine, experiment, and express themselves freely. Through music, children learn rhythm, composition, improvisation, and emotional expression, while sports develop strategic thinking, adaptability, and quick decision-making abilities.

Discipline is another essential component of personality development. Discipline refers to self-control, obedience, responsibility, punctuality, and adherence to rules and values. Schools aim to develop disciplined behavior among students to ensure effective learning and social adjustment. Participation in sports helps children understand the importance of rules, teamwork, fairness, and commitment. Likewise, musical training requires concentration, regular practice, patience, and coordination, which indirectly promote disciplined habits among learners.

Emotional well-being is equally important for children's holistic development. Emotional well-being refers to the ability to understand,

manage, and express emotions in a healthy manner. In the modern educational environment, children often experience stress, competition, peer pressure, and academic anxiety. Music and sports activities provide emotional relief and create a positive learning atmosphere. Music has therapeutic value and helps children relax, express emotions, and reduce mental stress. Sports activities enhance confidence, resilience, emotional balance, and social interaction.

The National Education Policy (NEP) 2020 strongly emphasizes experiential learning, arts integration, sports integration, and holistic education. According to the policy, education should focus on the all-round development of learners rather than only academic excellence. The integration of music and sports into classroom learning aligns with the objectives of NEP 2020 and supports the development of well-rounded individuals.

Jaipur District, being one of the major educational centers of Rajasthan, has witnessed considerable growth in educational infrastructure and co-curricular opportunities. Many schools in Jaipur are adopting innovative teaching practices that include music, dance, yoga, and sports activities. However, disparities still exist between government and private schools in terms of resources, facilities, and implementation of activity-based learning programs. Therefore, it becomes important to examine how music and sports-based learning influence the creativity, discipline, and emotional well-being of primary school children in Jaipur District.

The present study seeks to explore the educational significance of music and sports-based learning in primary schools. It aims to assess whether participation in these activities contributes positively to children's personality development and emotional growth. The study also intends to compare the development levels of participating and non-participating students. Through this research, valuable insights can be provided to educators, policymakers, parents, and curriculum planners regarding the role of co-curricular activities in school education.

Need and Significance of the Study

In contemporary education systems, increasing academic competition has led to excessive focus on examination-oriented learning. As a result, opportunities for creative expression and physical activities have reduced significantly in many schools. Children often experience stress, emotional imbalance, and lack of social interaction due to academic pressure. Therefore, there is a growing need to incorporate engaging and holistic learning approaches into school education.

Music and sports-based learning can help create a balanced educational environment where children enjoy learning while developing emotionally, socially, and physically. Despite their importance, many schools still treat music and sports as secondary activities rather than essential components of education. This study is significant because it highlights the educational value of music and sports in promoting holistic development among children.

The findings of this study may help educational institutions develop better co-curricular programs and encourage policymakers to strengthen activity-based learning frameworks. The study also supports the objectives of NEP 2020, which advocates experiential and multidisciplinary learning approaches.

Objectives of the Study

1. To study the impact of music-based learning on creativity among primary school children.
2. To examine the influence of sports-based learning on discipline among students.
3. To analyze the effect of music and sports activities on emotional well-being.
4. To compare the development outcomes of participating and non-participating students.

Hypotheses of the Study

- H01: Music-based learning has no significant effect on creativity among primary school children.
- H02: Sports-based learning has no significant effect on discipline among primary school children.
- H03: Music and sports activities have no significant effect on emotional well-being among students.

Scope of the Study

The study is limited to primary school children studying in selected government and private schools of Jaipur District. The research focuses specifically on creativity, discipline, and emotional well-being as indicators of holistic development. Both music and sports-based learning activities are considered within the scope of the study.

Delimitations of the Study

- The study is restricted to Jaipur District only.
- Only primary school students are included in the study.
- The research focuses on selected schools due to time and resource limitations.

2. REVIEW OF LITERATURE

Introduction

Review of literature is an essential part of educational research because it provides a theoretical foundation and understanding of previous studies related to the research problem. It helps researchers identify research gaps, understand trends, and develop appropriate methodologies for investigation. The present study focuses on the effect of music and sports-based learning on creativity, discipline, and emotional well-being among primary school children in Jaipur District. Therefore, the review of literature has been organized into themes related to music education, sports education, creativity, discipline, emotional development, and holistic education.

Studies Related to Music-Based Learning

Music has long been recognized as a powerful educational and psychological tool. Researchers across the world have emphasized the importance of music in enhancing cognitive abilities, emotional stability, and creativity among children.

Gardner (2011), through the Theory of Multiple Intelligences, highlighted musical intelligence as one of the core dimensions of human intelligence. According to Gardner, children who engage in musical activities develop improved memory, pattern recognition, emotional understanding, and creative thinking. Musical learning stimulates different areas of the brain simultaneously, thereby supporting holistic development.

Campbell (2018) observed that music education improves children's communication skills, concentration, imagination, and social interaction. The study emphasized that participation in singing, rhythm exercises, and musical games helps children express emotions effectively and enhances self-confidence.

Singh (2022) conducted a study on music education and emotional well-being among school children in India. The findings revealed that students who regularly participated in musical activities displayed lower stress levels, improved emotional balance, and better classroom behavior compared to non-participating students.

Jensen (2008) explained that music positively influences brain-based learning by improving attention span and neural connectivity. According to the study, music-based activities enhance children's engagement and help create joyful learning experiences in classrooms.

Lobo and Winsler (2006) found that creative movement and music programs improved social competence and emotional regulation among preschool children. Children participating in artistic activities demonstrated better cooperation, empathy, and emotional understanding.

Research studies have also shown that music supports language development and academic achievement. Piaget (1962) emphasized the role of play and creative activities in cognitive growth during childhood. Music-based learning encourages imagination and symbolic thinking, which are important for intellectual development.

Overall, previous studies indicate that music-based learning positively contributes to creativity, emotional well-being, social adjustment, and classroom participation among children.

Studies Related to Sports-Based Learning

Sports and physical activities are considered essential for the physical, social, and emotional development of children. Researchers have emphasized that sports-based learning contributes significantly to personality development and disciplined behavior.

Weiss (2013) stated that sports participation helps children develop leadership qualities, teamwork, confidence, and emotional resilience. According to the study, sports environments teach children how to follow rules, manage competition, and work collaboratively.

Mishra (2021) conducted a study on sports and personality development among school students. The study found that students actively involved in sports activities exhibited higher levels of discipline, responsibility, punctuality, and self-control compared to students who did not participate in sports.

World Health Organization (2020) emphasized that physical activities are essential for children's mental and emotional well-being. Regular sports participation reduces stress, anxiety, and emotional instability while promoting healthy lifestyle habits.

Research by Zimmerman (2002) suggested that participation in sports enhances self-regulation and goal-oriented behavior among children. Sports activities encourage children to practice patience, discipline, and perseverance.

Several studies have also linked sports participation with improved academic performance. Physical activities improve blood circulation, concentration, and energy levels, which contribute positively to classroom learning and attention span.

Sports-based learning also promotes social development among children. Through games and team activities, children learn cooperation, communication, tolerance, and respect for others. Such experiences help children develop socially acceptable behavior and emotional maturity.

The literature clearly indicates that sports-based learning is not limited to physical fitness alone; it significantly contributes to emotional stability, discipline, social interaction, and leadership development among children.

Studies Related to Creativity Development

Creativity is considered one of the most important educational outcomes in modern education systems. Researchers have

highlighted the role of arts, music, and physical activities in enhancing creative thinking among children.

Vygotsky (1978) explained that creativity develops through social interaction and imaginative experiences. According to his sociocultural theory, children construct knowledge and innovative ideas through active engagement in creative activities.

Rao (2020) emphasized that co-curricular activities create opportunities for children to explore new ideas, solve problems creatively, and express their imagination freely. The study revealed that activity-based learning environments encourage originality and curiosity among learners.

Music education has been strongly associated with creativity enhancement. Musical activities encourage improvisation, experimentation, and emotional expression. Similarly, sports activities require strategic thinking, adaptability, and decision-making skills that contribute to creative problem-solving abilities.

Patel and Verma (2021) found that activity-based learning approaches improve children's participation and creative engagement in classroom learning. Students involved in arts and sports activities demonstrated better communication and innovative thinking skills.

Researchers have consistently argued that creativity cannot flourish in rigid and examination-oriented educational systems. Flexible learning environments that include music, games, and experiential activities support the development of creativity among children.

Studies Related to Discipline and Behavioral Development

Discipline is a key component of educational success and personality development. Schools play an important role in developing disciplined behavior among students. Sports activities have traditionally been associated with discipline because they require children to follow rules, cooperate with teammates, and maintain regular practice schedules. Studies indicate that children involved in sports develop self-control, responsibility, and respect for authority.

Mishra (2021) reported that sports participation positively influences punctuality, obedience, teamwork, and leadership qualities among students. Children engaged in regular physical activities demonstrated improved classroom behavior and social adjustment. Musical learning also contributes to discipline development. Learning music requires patience, concentration, repetition, and coordination. Students participating in music programs often develop consistent practice habits and improved focus. Research suggests that disciplined behavior is best developed through experiential learning rather than punishment-oriented approaches. Music and sports create structured yet enjoyable environments where children naturally learn discipline through participation and cooperation.

Studies Related to Emotional Well-Being

Emotional well-being refers to an individual's ability to manage emotions effectively and maintain psychological balance. Emotional health is particularly important during childhood because it influences learning, social interaction, and personality development.

Goleman (2006), in his theory of emotional intelligence, emphasized the importance of emotional awareness, empathy, self-regulation, and social skills in child development. According to Goleman, educational environments should support emotional growth alongside intellectual development.

Singh (2022) found that music activities significantly reduced stress and anxiety among school children. Music creates a calming effect and helps children's express emotions constructively.

The World Health Organization (2020) highlighted that physical activities improve mental health and emotional resilience among children. Participation in sports reduces feelings of loneliness, frustration, and emotional tension.

Studies also suggest that children participating in co-curricular activities display higher confidence and better peer relationships. Music and sports provide opportunities for self-expression, social bonding, and emotional release, which contribute positively to emotional well-being. Research conducted in

educational psychology indicates that emotionally healthy children are more motivated, socially active, and academically engaged. Therefore, schools should create environments that support emotional balance through creative and physical activities.

International Perspectives on Holistic Education

International educational organizations such as UNESCO have strongly advocated holistic education models that integrate arts, sports, and experiential learning into school systems.

UNESCO (2021) emphasized that education should develop cognitive, emotional, social, and ethical dimensions of learners. According to UNESCO, music and sports activities promote peace, creativity, cultural understanding, and emotional well-being among children.

Many countries have adopted integrated educational practices that include music, dance, sports, theatre, and activity-based learning within school curricula. These practices aim to create balanced individuals capable of critical thinking, collaboration, and emotional resilience.

International studies indicate that children exposed to holistic educational practices demonstrate better social behavior, creativity, mental health, and academic engagement compared to students studying in rigid educational systems.

Indian Educational Context

In India, the National Education Policy (NEP) 2020 has strongly emphasized holistic and multidisciplinary education. The policy recommends integrating arts, sports, vocational education, and experiential learning into school curricula.

NEP 2020 recognizes that academic achievement alone cannot ensure complete child development. Therefore, schools are encouraged to adopt activity-based teaching methods that nurture creativity, critical thinking, emotional well-being, and life skills.

CBSE and other educational boards have also introduced sports integration and arts integration programs in schools. These

initiatives aim to improve student participation, engagement, and emotional development.

Despite policy reforms, many schools still prioritize examination performance over holistic development. Limited infrastructure, lack of trained teachers, and insufficient awareness often restrict effective implementation of music and sports-based learning programs, especially in government schools.

Research Gap

The review of literature reveals that several studies have examined the individual effects of music education and sports participation on child development. However, very limited research has been conducted on the combined impact of music and sports-based learning on creativity, discipline, and emotional well-being among primary school children in Jaipur District.

Most existing studies are either theoretical or focused on urban educational settings. There is a lack of comparative studies involving government and private primary schools in Rajasthan. Therefore, the present study seeks to fill this research gap by examining the holistic developmental outcomes associated with music and sports-based learning in the educational context of Jaipur District.

3. RESEARCH METHODOLOGY

Research methodology refers to the systematic process used for collecting, analyzing, and interpreting data in order to achieve the objectives of a study. It provides a scientific framework through which the researcher investigates the research problem and reaches valid conclusions. The present study aims to examine the effect of music and sports-based learning on creativity, discipline, and emotional well-being among primary school children in Jaipur District. Therefore, an appropriate research methodology was adopted to ensure accuracy, reliability, and objectivity in the study. The methodology section includes details regarding the research design, population, sample, tools for data collection, sampling technique, statistical methods, and ethical considerations followed during the study.

Research Design

The present study employed a descriptive and comparative research design. Descriptive research design was used to study the existing conditions and developmental outcomes among primary school children participating in music and sports-based learning activities. Comparative design was adopted to compare the creativity, discipline, and emotional well-being levels between participating and non-participating students.

The descriptive approach was considered appropriate because the study intended to investigate the present educational scenario without manipulating variables. The comparative method helped identify differences in developmental outcomes among different groups of students.

Nature of the Study

The study is quantitative in nature with supportive qualitative observations. Quantitative data were collected through questionnaires, rating scales, and structured observation schedules. Qualitative insights were obtained through classroom observations and teacher interactions to understand behavioral patterns and participation levels among students.

The combination of quantitative and qualitative approaches helped provide a comprehensive understanding of the impact of music and sports-based learning on children's holistic development.

Area of the Study**Distribution of Sample****TABLE 1: DISTRIBUTION OF SAMPLE STUDENTS**

Category	Government Schools	Private Schools	Total
Boys	50	50	100
Girls	50	50	100
Total	100	100	200

Sampling Technique

The study adopted the stratified random sampling technique. The schools were first divided into government and private categories.

The study was conducted in Jaipur District of Rajasthan. Jaipur District was selected because it represents a diverse educational environment consisting of government and private schools with varying levels of infrastructure and co-curricular facilities.

Several schools in Jaipur District have introduced music, dance, yoga, and sports activities as part of school education, making it a suitable area for examining the role of activity-based learning in child development.

Population of the Study

The population of the study consisted of primary school students studying in Classes III to V in selected government and private schools of Jaipur District.

Primary school children were selected because childhood is considered the most important stage for personality formation, emotional development, creativity enhancement, and behavioral learning.

Sample of the Study

A sample of 200 students was selected for the study. The sample included boys and girls from both government and private schools. Students were divided into two categories:

1. Students participating regularly in music and sports activities
2. Students not actively participating in such activities

Equal representation was given to government and private schools to maintain balance and improve reliability of findings.

Thereafter, students were selected randomly from each category to ensure fair representation.

Stratified random sampling was considered suitable because it minimized sampling bias and ensured inclusion of students from different educational backgrounds.

Variables of the Study

Independent Variables

- Music-based learning
- Sports-based learning

Dependent Variables

- Creativity
- Discipline
- Emotional well-being

The study aimed to examine how participation in music and sports activities influences the dependent variables among primary school children.

Tools and Techniques for Data Collection

The following tools and techniques were used for collecting data:

1. Structured Questionnaire

A self-constructed questionnaire was prepared to gather information regarding students' participation in music and sports activities. The questionnaire included items related to frequency of participation, interest level, classroom engagement, and behavioral changes.

2. Observation Schedule

An observation schedule was used to assess students' classroom behavior, interaction patterns, creativity, discipline, and emotional responses during activities. The researcher observed students during music sessions, sports activities, and classroom interactions.

3. Teacher Rating Scale

Teachers were asked to evaluate students on indicators such as creativity, discipline, teamwork, confidence, emotional balance, and participation. Teacher assessments provided reliable insights because teachers regularly interact with students in school settings.

4. Emotional Well-Being Inventory

A simple emotional well-being inventory was used to measure students' emotional stability, confidence, stress levels, and social adjustment. The inventory included age-appropriate questions designed for primary school children.

Procedure of Data Collection

The researcher followed a systematic procedure for collecting data from selected schools.

1. Permission was obtained from school authorities before conducting the study.

2. The objectives of the study were explained to teachers and school administrators.
3. Consent was taken from teachers and parents wherever necessary.
4. Students were selected using random sampling techniques.
5. Questionnaires and rating scales were administered to students and teachers.
6. Classroom and activity observations were conducted during music and sports sessions.
7. Collected data were carefully organized and classified for analysis.

The researcher ensured that the data collection process was conducted in a friendly and non-threatening environment so that students could respond naturally.

Statistical Techniques Used

The collected data were analyzed using appropriate statistical methods. The following statistical techniques were employed:

Mean

Mean scores were calculated to determine average performance levels of students in creativity, discipline, and emotional well-being.

Percentage Analysis

Percentages were used to compare participation rates and developmental outcomes among students.

Standard Deviation

Standard deviation was used to measure variability in students' responses and performance levels.

t-Test

The t-test was applied to compare significant differences between participating and non-participating students.

These statistical tools helped in interpreting the data scientifically and objectively.

Reliability and Validity of Tools

To ensure reliability and validity, the tools used in the study were carefully examined and tested.

Reliability

A pilot study was conducted on a small group of students before the final data collection process. Necessary modifications were made to improve clarity and consistency of the tools.

Validity

The questionnaire, observation schedule, and rating scales were reviewed by experts in the

field of education and educational psychology to ensure content validity.

The researcher ensured that the tools accurately measured creativity, discipline, and emotional well-being among students.

Ethical Considerations

Ethical principles were strictly followed during the research process.

- Permission was obtained from school authorities before conducting the study.
- Students were informed that participation was voluntary.
- Confidentiality of student information was maintained.
- Data collected were used strictly for academic purposes.
- The researcher avoided any form of psychological pressure or discrimination during data collection.

Ethical conduct helped maintain trust and authenticity throughout the study.

Limitations of the Study

Despite careful planning, the study had certain limitations:

1. The study was limited to Jaipur District only.
2. The sample size was restricted to selected schools due to time constraints.
3. Responses of students and teachers may contain personal bias.
4. The study focused only on primary school children.
5. Availability of music and sports facilities differed among schools.

Although these limitations exist, the study provides meaningful insights into the role of music and sports-based learning in the holistic development of children.

The research methodology adopted for the present study provided a systematic and scientific approach for investigating the effect of music and sports-based learning on creativity, discipline, and emotional well-being among primary school children. The use of descriptive and comparative methods, along with quantitative and qualitative tools, helped ensure comprehensive analysis and reliable findings. The methodology also maintained objectivity, validity, and ethical standards throughout the research process.

4. Result and Discussion

The present chapter deals with the analysis and interpretation of data collected from primary school students of Jaipur District regarding the effect of music and sports-based learning on creativity, discipline, and emotional well-being. The collected information was analyzed using percentage analysis, mean scores, and comparative interpretation methods. The purpose of this chapter is to examine whether participation in music and sports activities contributes positively to the holistic development of children.

The findings of the study are presented under different themes corresponding to the objectives of the research. The discussion also compares the findings with previous studies and educational theories related to holistic learning.

4.1 Impact of Music-Based Learning on Creativity

One of the major objectives of the study was to examine the impact of music-based learning on creativity among primary school children. The findings revealed that students actively participating in music activities demonstrated higher levels of imagination, originality, classroom engagement, and creative expression compared to non-participating students.

Students involved in singing, rhythm activities, musical games, and cultural performances displayed greater confidence in expressing ideas and participating in classroom discussions. Teachers observed that these students showed improved storytelling abilities, artistic expression, and problem-solving skills.

Music-based learning created a joyful and stimulating learning environment that encouraged children to think freely and imaginatively. The integration of rhythm, melody, movement, and performance activities helped children develop emotional expression and innovative thinking.

The findings support Gardner's Theory of Multiple Intelligences, which emphasizes the importance of musical intelligence in cognitive and creative development. The results also align with previous studies conducted by Campbell (2018) and Singh (2022), which highlighted the positive influence of music education on creativity and emotional growth among children.

The analysis further indicated that students participating regularly in music sessions

demonstrated better concentration and memory retention, which indirectly contributed to academic engagement and classroom creativity.

4.2 Influence of Sports-Based Learning on Discipline

The study also aimed to examine the influence of sports-based learning on discipline among primary school children. The findings indicated that students involved in sports activities demonstrated better discipline, punctuality, responsibility, teamwork, and obedience compared to students who did not participate in sports activities.

Teachers reported that sports-participating students followed classroom rules more effectively and showed greater respect toward teachers and peers. These students also displayed qualities such as patience, cooperation, commitment, and leadership.

Sports-based learning encouraged children to understand the importance of rules, fair play, and regular practice. Participation in team games developed a sense of accountability and collective responsibility among students. Children learned how to manage success and failure positively, which contributed to emotional maturity and behavioral stability.

Students participating in sports also showed improved attendance and active participation in school activities. Physical activities appeared to reduce restlessness and behavioral problems among children.

The findings are consistent with the studies conducted by Mishra (2021) and Weiss (2013), which emphasized the role of sports in promoting discipline, self-control, teamwork, and personality development among students.

The results suggest that sports activities should be considered an integral component of school education because they contribute significantly to behavioral and social development.

4.3 Emotional Well-Being among Students

Emotional well-being was another important dimension examined in the study. The findings revealed that students participating in music and sports activities demonstrated higher emotional stability, confidence, social adjustment, and positive behavior compared to non-participating students.

Children involved in music activities appeared more emotionally expressive and socially interactive. Musical participation helped

students reduce anxiety and develop emotional confidence. Students enjoyed participating in singing, rhythmic exercises, and cultural programs, which created feelings of happiness and emotional satisfaction.

Similarly, sports activities contributed positively to emotional well-being by reducing stress and improving confidence levels. Students involved in sports demonstrated better peer relationships and emotional resilience. Participation in games and group activities provided opportunities for social interaction and emotional support.

Teachers observed that students participating in music and sports activities were more cheerful, cooperative, and emotionally balanced compared to students who remained less involved in co-curricular activities.

The findings support Goleman's theory of emotional intelligence, which emphasizes emotional awareness, self-regulation, and social interaction as essential aspects of child development.

The results are also consistent with the World Health Organization (2020) report, which highlighted the importance of physical activities for children's mental and emotional health.

4.4 Comparative Analysis of Participating and Non-Participating Students

A comparative analysis was conducted to examine the developmental differences between students participating in music and sports activities and those who did not actively participate.

The analysis revealed that participating students achieved significantly higher scores in creativity, discipline, and emotional well-being. They demonstrated better communication skills, social interaction, emotional confidence, and classroom engagement.

In contrast, non-participating students showed comparatively lower confidence levels, weaker social adjustment, and reduced classroom participation. Some students also displayed signs of stress, hesitation, and lack of creative involvement.

The comparison between government and private school students also indicated differences in participation opportunities. Private schools generally provided better infrastructure and more organized music and sports programs. However, students from government schools who actively participated

in available activities also demonstrated positive developmental outcomes. The findings suggest that access to music and sports opportunities significantly influences

children's holistic development regardless of school category.

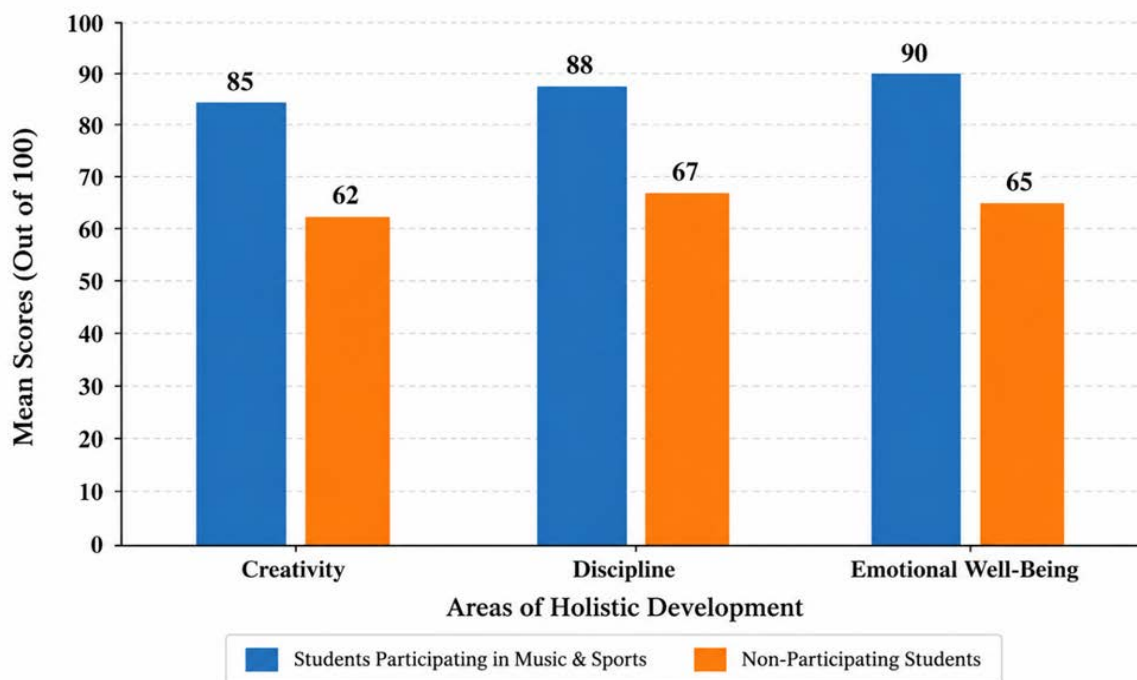


FIGURE 1: COMPARATIVE HOLISTIC DEVELOPMENT SCORES OF STUDENTS

Interpretation of Figure 1

The figure clearly indicates that students participating in music and sports activities scored higher in all dimensions of holistic development compared to non-participating students.

- Creativity scores among participating students were significantly higher because music and sports activities encouraged imagination, expression, and problem-solving abilities.
- Discipline levels were also higher due to regular practice, teamwork, rule-following, and structured participation in activities.
- Emotional well-being scores showed the highest difference, indicating that music and sports activities play a major role in improving confidence, emotional stability, and social interaction among children.

The data demonstrates that activity-based learning approaches positively influence the overall personality development of primary school children.

4.5 Discussion of Findings

The findings of the present study strongly support the idea that music and sports-based

learning contribute significantly to the holistic development of children. The results confirm that educational experiences extending beyond traditional classroom instruction are essential for balanced personality development.

Music-based learning enhances creativity by providing opportunities for imagination, emotional expression, and innovative thinking. Sports-based learning develops discipline, teamwork, and social responsibility among children. Both activities together improve emotional well-being by reducing stress and promoting confidence and social interaction.

The findings are consistent with the objectives of the National Education Policy (NEP) 2020, which advocates experiential, multidisciplinary, and activity-based learning approaches. The study highlights the importance of integrating co-curricular activities into mainstream education rather than treating them as secondary components.

The research also indicates that schools with better music and sports facilities create more engaging and emotionally supportive learning environments. However, disparities between government and private schools suggest the need for improved infrastructure and equal opportunities for all students.

The study emphasizes that holistic development can only be achieved when schools focus equally on intellectual, emotional, physical, social, and creative growth. Therefore, educational institutions should strengthen music and sports programs to support the complete development of children.

5. Conclusion and Recommendations

Conclusion

The present study examined the effect of music and sports-based learning on creativity, discipline, and emotional well-being among primary school children in Jaipur District. The findings clearly indicate that participation in music and sports activities positively contributes to the holistic development of children. Students actively involved in such activities demonstrated higher levels of creativity, improved discipline, better emotional stability, enhanced confidence, and stronger social interaction compared to non-participating students.

Music-based learning encouraged imaginative thinking, emotional expression, and classroom engagement, while sports-based learning promoted discipline, teamwork, responsibility, and behavioral development. The study also highlighted the importance of emotionally supportive and activity-oriented educational environments for primary school children.

The findings support the principles of holistic education emphasized in the National Education Policy (NEP) 2020 and underline the need for integrating co-curricular activities into mainstream school education.

Recommendations

1. Schools should include structured music and sports programs as essential parts of the curriculum.
2. Teachers should receive training in activity-based and experiential learning methods.
3. Government schools should be provided with improved music and sports infrastructure.
4. Parents and educators should encourage children's participation in co-curricular activities.
5. Educational policymakers should strengthen implementation of holistic education practices in primary schools.

References

1. Campbell, P. S. (2018). *Music, education, and diversity*. Teachers College Press.
2. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach* (4th ed.). Sage Publications.
3. Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. Basic Books.
4. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
5. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
6. Jensen, E. (2008). *Brain-based learning: The new paradigm of teaching*. Corwin Press.
7. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). Sage Publications.
8. Lobo, Y. B., & Winsler, A. (2006). The effects of a creative dance and movement program on the social competence of Head Start preschoolers. *Social Development, 15*(3), 501–519. <https://doi.org/10.1111/j.1467-9507.2006.00353.x>
9. Mishra, L. (2021). Role of sports in personality development among school students. *International Journal of Physical Education, 14*(2), 44–51.
10. Patel, S., & Verma, K. (2021). Activity-based learning and primary education in India. *Journal of Educational Innovations, 8*(3), 112–120.
11. Piaget, J. (1962). *Play, dreams and imitation in childhood*. Norton & Company.
12. Rao, P. (2020). Holistic development through co-curricular activities. *Educational Review Journal, 12*(2), 88–97.
13. Sharma, R. A. (2017). *Fundamentals of educational research*. Surya Publications.
14. Singh, A. (2022). Music education and emotional well-being among children. *Indian Journal of Educational Studies, 10*(1), 65–72.
15. Thomas, G. (2017). *How to do your research project* (3rd ed.). Sage Publications.
16. UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
17. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

18. Weiss, M. R. (2013). Children in sport: An educational model. *Quest*, 65(4), 437–445. <https://doi.org/10.1080/00336297.2013.773528>
19. World Health Organization. (2020). *Guidelines on physical activity and sedentary behaviour*. WHO Press.
20. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2