

Different types of Creative Activities Organized in Schools Government School and Private school

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Abstract: *The present study was conducted at Lucknow District in Uttar Pradesh. The purpose of this study is to document how being in different of creative activities can influence development in academics, physical development, and cognitive skill. 100 students of age group between 9 to 12 years comprised the sample of the study. Self made questionnaire for school students were administered. Data was analyzed in term of mean and t-test analysis. The statistical analysis revealed that all the types of creative activities, Football, cricket, Badminton, Dance and Music, activities together showed significant role in impact of creativity activities on students in Government school and Private School. Students who participate in creativity activities generally benefit from the many opportunities afforded them. Benefits of participating in creativity activities included having better grades, having higher standardized test scores and attending school more regularly, and having higher a higher self concept. Those who participate in out-of-school activities often have higher grade point averages, a decrease in absenteeism, and an increased connectedness to the school.*

Keywords- Creative activities, Football, cricket, Badminton Government school, Private school's students.

1. Introduction

Early childhood is a period of time characterized by significant growth and change. Opportunities, as well as vulnerabilities, become evident during this time. Early childhood have a significant amount of free time available to them and research demonstrates that they are increasingly capable of self-directed actions in their search for identity.

There are different opinions of what is considered a creative activity. A few examples of activities outside the school day may include social activities such as dances, team cricket, and performing arts, while in-school involvement activities academic clubs. Different levels of creative activity involvement and participation may positively impact future success for those who participate. Research also indicated that both the type of creative activity programs and level of participation may impact the individuals' development (Eccles, 2003).

According to data from the National Center for Education Statistics (2002), 75% of 12-year olds participate in creative activities. What's more, leisure activities, of all types, consume half of an early childhood waking hours (Larson & Varma, 1999). Creative activities are activities that students participate in that do not fall into the realm of normal creative of schools. They are found in all levels of our schools. There are many forms of creative activities such as badminton, football, cricket, clubs, governance, student newspaper, music, art, and drama. According to Eccles (2003), children in the United States spend more than half of their waking hours in leisure activities. Along with interest in how leisure time is being spent, researchers are wondering why there are high levels of disinterest, underachievement, disengagement, and increased amount of time teens spend unsupervised by early childhood. Participation in activities has been linked to cognitive and academic success, yet over-participation may be too stressful for young children as it

may consume too much of their free time. There are pros and cons to both sides of the activity participation discussion. There are different opinions of what is considered a creative activity. A few examples of activities outside the school day may include social activities such as dances, team sports, and performing arts, while in-school importance activities may include intramurals. Different levels of creative activity importance and participation may cognitive skill impact future success for those who participate. Research also indicated that both the type of creative programs and level of participation may impact the individuals' development (Eccles, 2006). When stating some of the benefits of participating in creative activities, some believe that this leads to physical development. Students may be required to maintain good grades in order to meet eligibility to participate in sports or cheerleading. Eligibility may motivate students to do their best academically in order to participate in the activity. Competing in a speech contest, may help a student gain confidence, and being importance in a early childhood group or scouting organization may help the student develop character and connect with the community. It is important to understand exactly how each activity is impacting a student and what type of physical development is taking place.

2. Objective of the Study

To study the different types of creative activities organized in schools government school and Private school.

3. Methodology

The research was carried out in district Lucknow of Uttar Pradesh during March 2014. Purposive sampling method was used for sample selection. Two private schools and government school in district Lucknow were selected to represent the population under study. 50 School going

students of 9-12 years were selected for the study. Self constructed questionnaire was used for data collection. Tabulation was done with the help of master chart and statistical analysis was done by using SPSS (20 Version) software.

4. Results and Discussion

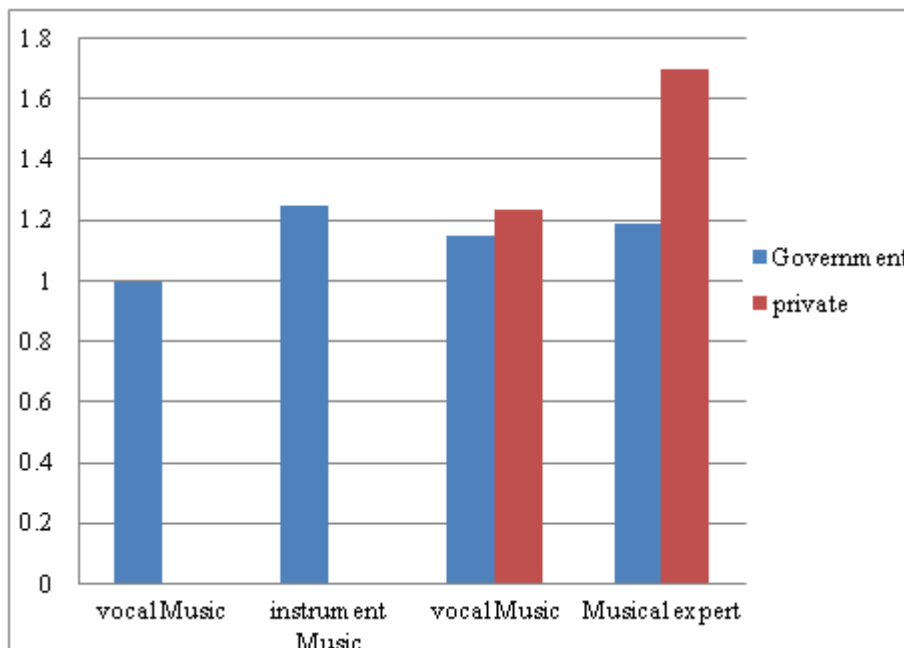


Figure 1: Graphical: 1 Distribution of respondent’s different types of Musical classes in Government and Private school

Significant (p>.000)

Figure 1: shows that the higher mean value of private school in Music (1.70), followed by government school mean value (1.00) and the low mean value private school in instrument music (1.00) followed by government school

mean Value (1.00).There is significant different between government schools and private’s for participation in creative activity.

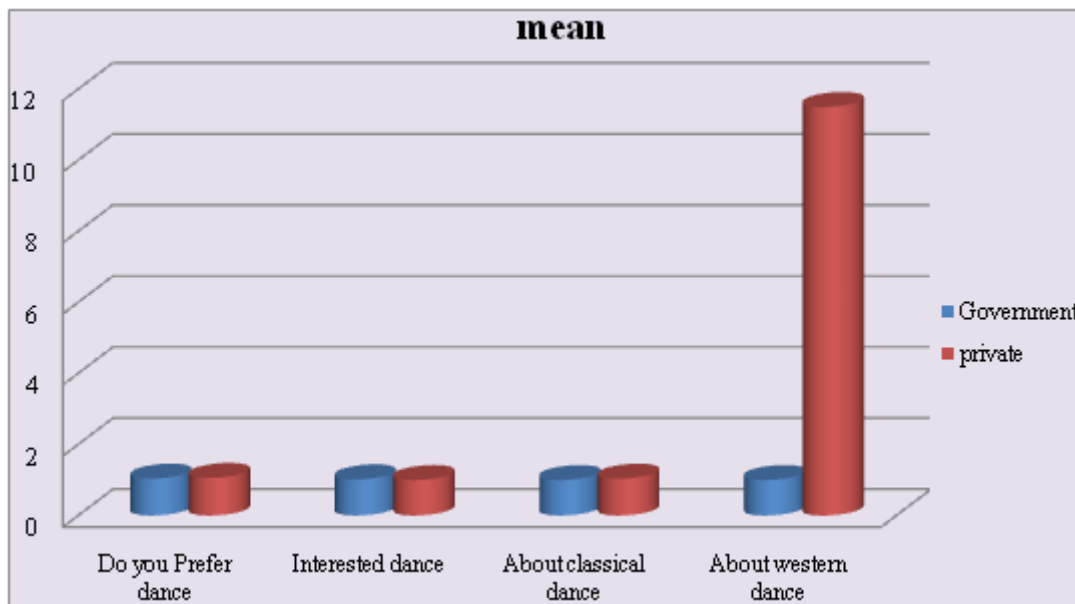


Figure 2: Graphical: 2 Distribution of respondent’s importance in dance classes in Government and Private school.

Significant (p.005)

Figure 2: shows that the higher mean value of private school in dance (1.15), followed by government school mean value (1.04) and the low mean value private school in western dance (1.00) followed by government school mean

value (1.00)There are significant different between government school and private’s for participation in creative activity.

Table 3: Distribution of respondent's of different creative activity in Government and Private school

Different creative activity in Playing	Types of school				t -test	Significant
	Government		Private			
	Mean	SD	Mean	SD		
Football	1.04	.198	1.06	.245	.501	.617
Cricket activity more interested	1.02	.141	1.00	.000	.580	.330
Badminton activity more comfortable	1.00	.000	1.04	.202	1.459	.148
Increase your physical skill	1.00	.000	11.5	.357	2.83**	.005

Significant ($p > .005$)

The above table: 3 shows that the higher mean value of private school in Football (1.06), followed by government school mean value (1.04) and the low mean value private school in physical skill (11.5) followed by government school mean value(1.00).There are significant different between government school and private's school for participation in creative activity.

5. Conclusion

From the findings of above study it can be concluded that children who belonged from government school they know about knowledge of instrumental music rather than private school, there were significant difference between government and private school children, children who belonged from private school they know about knowledge of western dance rather than government school and the children who belonged private school they increase their physical development through the Football, Bedmintan, , and cricket play rather than government school. The result showed that the mean value of private school in dance (1.15) was high in comparison to government school in dance mean value (1.04). Fig.1 shows that the higher mean value of private school in Music (1.70) in comparison to government school in music mean value (1.00) .Table: 3 shows that the higher mean value of private school in physical skill (11.5), comparison to government school means value (1.04).

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