

## The effectiveness of Superbrain Yoga on concentration, memory and confidence in school students

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Superbrain Yoga (SBY) is based on the principle of ear acupuncture and subtle energy movement in the body. SBY enhances the qualitative and quantitative pranic energy in the brain. The present study aims to improve the concentration, memory, and confidence of students by practicing SBY. The study consists of 1,945 school students from Mysore district, India. SBY was introduced to the students through the teachers for a period of 3 months. After three months, responses from the students were collected using a questionnaire centered on concentration, memory, and confidence facing examinations of students. Attributes harvested from the questionnaire were collected and analyzed with contingency coefficient and Chi-square tests. 86 % of the students reported that by practicing SBY has helped them to face examinations more confidently. Students also reported that their memory has improved by 75.9 % and concentration by 70.5 %. Thus, SBY has improved the overall performance of students in the school.

**Keywords:** *Prana*, Students, Concentration, Confidence, Yoga

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Superbrain yoga (SBY) is a simple exercise which involves squeezing one's earlobes with thumb and forefinger in a particular position and squatting following a prescribed breathing technique facing a particular direction. SBY cleanses and energises the energy centers needed for the brain to function efficiently. According to Sui<sup>1</sup>, while doing SBY the right earlobe is gently squeezed with the left thumb and the left index finger and the left earlobe with the right thumb and right index finger. The ear produces the necessary energy connection to the left and the right brain. This connection causes the left brain and the pituitary gland to become energized and activated<sup>1</sup> as explained in *auriculotherapy*<sup>2</sup>. Hence, the purpose of the SBY is to enhance the qualitative and quantitative *Pranic* energy or Bioplasmic energy in the brain.

The great Indian *Rishis* have developed this technique to increase the intelligence of people based on the principle of ear acupuncture and the science of *prana/energy* movement through various *chakras*. *Chakras* absorb, digest and allocate *prana* to the different parts of the body and are responsible for the

proper functioning of human metabolic activities. SBY moves energy trapped in the basic and sex *chakras* through the major energy centers and finally up into the crown *chakra* that controls the pineal gland and overall brain health. After performing SBY, it is clairvoyantly seen that one's energy centers and aura are bigger<sup>1</sup>.

It is observed that Alpha wave activity in the brain increases immediately after performing SBY for one minute<sup>3</sup>. It helps children challenged by attention deficit hyperactive disorder (ADHD), autism and speech delay<sup>4</sup>. SBY also help in enhancement of short-term memory, selective attention<sup>5</sup>, visuospatial ability and academic performance<sup>6</sup> among school students. A similar squatting called *Thoppukarnam* revealed that there was a significant improvement in all measures of the d2 test of attention and state mindfulness. The study also showed reduced significant reduction of state anxiety after the experimental session, with enhancement of cognitive functioning and psychological states<sup>7</sup>. SBY can make a significant decrease in the academic anxiety of adolescence<sup>8,9</sup>. SBY would be inexpensive, easy to learn technique and could be practiced regularly by

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students to improve cognitive performance. The present study aims to find the effectiveness of SBY on the concentration, memory, and confidence of school students.

### Methods

**Sample:** Initially, 38 teachers were randomly selected from various schools in Mysore district, India. They were briefed about SBY and trained about the technique. These teachers later involved 1,945 students in SBY, who were studying in their schools. Among them 948 were boys and 997 were girls, students' age ranged from 6 to 18 yrs with an average age of 12.5 yrs. The student consent was obtained to participate in this study. The number of students in class 1 to 5 was 706, 6 to 8 was 684 and 9 to 10 standards was 555.

**Design:** Cross-sectional study design was used in the present SBY study.

**Tools employed for the study:** In the present study, a questionnaire was used as the tool.

Superbrain Yoga Questionnaire for students.

**Phases of the study:** The study was conducted in three phases.

- **I<sup>st</sup> phase:** A workshop was conducted for the school teachers of selected schools. In this workshop, teachers were sensitized about the *Pranic* energy and briefed about SBY as conceptualized by Master Choa Kok Sui. They were also trained in SBY technique and the principle behind it was explained.
- **II<sup>nd</sup> phase:** SBY was thought to the students through the teachers and practiced for a span of 3 months excluding Sundays and holidays.
- **III<sup>rd</sup> phase:** After three months of practice, students responses were collected with a questionnaire and analyzed.

**Student's venue of practice:** All the school teachers were provided with a copy of trainer's manual, which carried precise information on the practice and procedure of SBY. Daily before the first period, school teachers guided students to practice SBY.

**Permission:** Necessary permission was obtained from Deputy Director of Public Instructions office (DDPI) and from District AYUSH Officer, AYUSH Department (Ministry of Ayurveda, Yoga, and Naturopathy, Unani, Siddha, and Homeopathy), Government of Karnataka to conduct the study.

**Statistical methods applied:** The data collected have been analyzed under Chi-Square test and

Contingency Coefficient analysis and the results thus obtained have been tabulated and interpreted.

### Results

Majority of the students (97.3 %) practiced SBY at school regularly. It was interesting to note that 55 % of students liked the practice of Superbrain Yoga and continued the practice at home during weekends.

#### Ability to concentrate

70.5 % of students felt often that because of the practice of SBY their level of concentration has increased, 75 % of them were boys and 66 % were girls (Table 1). Chi-square test revealed a significant difference in concentration levels of students after SBY ( $\chi^2 = 1299.546$ ,  $p < .001$ ), where students from class 1-5 expressions were significantly high, indicating that students at the lower grade have found SBY more effective in improving their level of concentration than middle and higher-grade students. It has to be noted that only 46.7 % of the students studying in 8<sup>th</sup> and above have said that they did notice a change in the level of the concentration and more than 50 % have told that they have rarely noticed any change in their level of concentration.

#### Memory enhancement

75.9 % of the students opined that after practicing SBY, they felt memory enhancement (Table 2). The change in memory enhancement is same among boys and girls and the results were not significant. Chi-square test revealed a significant difference in memory enhancement in students after SBY ( $\chi^2 = 1643.307$ ,  $p < .001$ ), where students from class 1-5 expressions were significantly high. 91.5 % are from lower grades from 1<sup>st</sup> to 5<sup>th</sup> standard and 71.9 % of grade 6 to 8, 61.1 % from 9<sup>th</sup> to 10<sup>th</sup> classes have opined that they have noticed a significant change in their memory after SBY. Only 18.9 % have noticed change sometimes and just 5.2 % have rarely experienced change.

#### Confidence in facing examination

It is seen from Table 3 that, 86 % of the students have given a positive feedback that SBY has helped them to face examinations more confidently and helped to overcome the fear of examinations. Chi-square test revealed a significant difference in student's confidence to face exam after SBY ( $\chi^2 = 2441.029$ ,  $p < .001$ ). Among them, 94.8 % are from the class 1<sup>st</sup> to 5<sup>th</sup> standard, 82.6 % are from class 6<sup>th</sup>

Table 1 — Frequency and percentage of students' concentration levels related to gender, class and locality and results of test statistics

Responses		Gender		Class			Locality		Total
		Boys	Girls	1-5	6-8	9- 10	Urban	Rural	
Rarely	F	50	65	21	40	54	67	48	115
	%	5.3	6.5	3.0	5.8	9.7	7.4	4.6	5.9
Sometimes	F	186	273	51	166	242	182	277	459
	%	19.6	27.4	7.2	24.3	43.6	20.2	26.5	23.6
Often	F	711	659	634	478	259	651	720	1371
	%	75.1	66.1	89.8	69.9	46.7	72.3	68.9	70.5
Total	F	948	997	706	684	555	900	1045	1945
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Test Statistics		CC = .099 p < .001		CC = .355 p < .001			CC = .089 p < .001		$\chi^2 = 1299.546$ p < .001

Table 2 — Frequency and percentage of students' memory levels related to gender, class and locality and results of test statistics

Responses		Gender		Class			Locality		Total
		Boys	Girls	1-5	6-8	9- 10	Urban	Rural	
Rarely	F	51	50	28	37	36	60	41	101
	%	5.4	5.0	4.0	5.4	6.5	6.7	3.9	5.2
Sometimes	F	159	208	32	155	180	172	195	367
	%	16.8	20.9	4.5	22.7	32.4	19.1	18.7	18.9
Often	F	737	739	646	492	339	668	809	1477
	%	77.8	74.1	91.5	71.9	61.1	74.2	77.4	75.9
Total	F	947	997	705	684	555	900	1045	1945
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Test Statistics		CC = .052 p = .072		CC = .291 P < .001			CC = .063 p = .021		$\chi^2 = 1643.307$ p < .001

Table 3 — Frequency and percentage of students' confidence in facing examinations related to gender, class and locality and results of test statistics

Responses		Gender		Class			Locality		Total
		Boys	Girls	1-5	6-8	9- 10	Urban	Rural	
Rarely	f	34	40	17	27	30	27	47	74
	%	3.6	4.0	2.4	3.9	5.4	3.0	4.5	3.8
Sometimes	f	98	100	20	92	86	95	103	198
	%	10.3	10.0	2.8	13.5	15.5	10.6	9.9	10.2
Often	f	815	857	669	565	439	778	895	1673
	%	86.1	86.0	94.8	82.6	79.1	86.4	85.6	86.0
Total	f	947	997	706	684	555	900	1045	1945
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Test Statistics		CC = .012 p = .871		CC = .196, p < .001			CC = .040, p = .210		$\chi^2 = 2441.029$ p < .001

to 8<sup>th</sup> standard and 79.1 % are from 9<sup>th</sup> to 10<sup>th</sup> standard indicating that the effect of SBY in overcoming examination fears is more among younger students than the older ones.

## Discussion

It is evidently seen that students are more confident, with improved memory and concentration levels after the practice of SBY. Research by Hillman<sup>10</sup> has found that there is a positive effect of any physical activity in improving attention and enhancement of cognitive performance and brain

function. Studies by Budde<sup>11</sup> also indicate that coordinated exercise increases attention in human. SBY being practiced on a regular basis becomes a coordinated exercise and also a physical activity contributing towards the brain wellness of the child. The role of stimulating acupuncture points on earlobes has enhanced attention balance of energy in both hemispheres of the brain. It is proven to synchronize brains just after one minute practice of SBY. Examinations of SBY practitioners with EEG and Brain Maps show that their brains are fully synchronized, balanced. Even the Alpha waves are

much more active in their brains. This can bring an overall improvement in health, emotional stability, mental clarity and access to creative and intuitive powers and calmness to the individual<sup>3</sup>. SBY has a positive impact on both attentional control and working memory components of cognition<sup>12</sup>. Hence, it can be inferred that SBY makes the child calm and creative. According to Gottman<sup>13</sup>, if children learn to stay calm under stress, they will be less likely to misbehave. When one is calm and alert, the prefrontal lobes are free to engage in higher level thinking tasks which help a child to pay more attention, concentration, solve problems, be creative, learn and remember<sup>14</sup>.

Extensive scientific investigation on psychic phenomena conducted in the Soviet Union, reconfirm that emotions, states of mind and thoughts affect the energy body and vice versa. By controlling the energy around us it is also possible to control the emotions, state of mind and thought process<sup>15</sup>. The SBY increases and balances the Bio-Plasmic energy in brain contributing to the enhancement of the psychological, physiological and action-oriented skills among students. Earlier studies on SBY revealed that it is a very simple exercise, being performed in less than two minutes can transform and help the students and even elders to remain active mentally and intellectually<sup>3,5</sup>. SBY can play an efficient role in the enhancement of mental activity among college-going adolescence<sup>16</sup>. It exercises the brain and balances energy in the right and the left hemisphere of the brain. This balance of energy in the brain contributes to the enhancement of the physiological and psychological well-being of a person. The balancing allows for better learning, improved memory, and much more creativity. SBY is a major contribution to achieve a mental superiority and hence elevates ourselves to a more intellectual being balanced both physically and psychologically.

### Conclusion

SBY was found to be beneficial for the students as it increases their concentration, memory, and confidence to face examination. Schools can implement SBY to improve the academic performance of students.

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