



Monograph Of Superbrain Yoga On Academics And Psychological Well Being

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ABSTRACT

Educators recognize that students learn best when they are relaxed not anxious, and when they have a fair degree of self-confidence coupled with full attention or focus. Master Choa Kok Sui adds: “Other benefits from the practice of Super brain Yoga are greater psychological stability and also greater ability to regulate the sex drive especially for teenagers” (p 52).

Master Choa Kok Sui explains that the Superbrain squat when done correctly moves energy trapped in the basic and sex chakras through the physical body’s other major energy centers and finally up into the crown chakra or crown energy center that controls the pineal gland and overall brain health. Once the energy gets up to the forehead and crown chakras, “it is transformed into subtle pranic energy, which is utilized by the brain for its proper functioning,” writes MCKS (p 52).

KEY WORDS: Superbrain yoga, Pranic energy, teenage, Psychology

INTRODUCTION

Superbrain Yoga gradually awakens the latent powers within us while involving internal alchemy. One of the simplified techniques is MCKS Superbrain Yoga which energizes and activates the Brain. As Master Choa Kok Sui says, the Body is a living battery that equires constant recharging. This is done through different means, especially through the transference of Life Energy. This simple squat exercise offers benefits not just for young students, but also adults seeking brain wellness into their senior years and patients with Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Down Syndrome, Alzheimer’s, or other development challenges and cognitive delays seeking normalcy and cures. Based on the research of Dr. Joie P. Jones of the Dept. of Radiological Sciences at the University of California, the exercise works using the body’s energycentres which absorb, digest, and distribute energy to different parts of the body. These primary energy centres are actually major acupuncture points.

Acupressure energy points for the brain, eyes, forehead, mouth, ovaries, parotid, temples, and testes congregate around the area of the ear affected by pressure from the exercise. In addition, the finger pads used in the exercise stimulate neuropathways into the brain by activating acupuncture points on the earlobes. According to Dr. Jones, after doing the exercise, an EEG scan shows the right and left hemispheres of the brain have synchronized. When the energy moves up further into the throat and beyond, the practitioner's intelligence and creativity are improved. Other benefits include regulation of the sex drive, which is especially important for teenagers.

We are a culture accustomed to exercising to get fit, but with the power of the Superbrain Yoga squat we can now become brighter in the process! Prolonged practice of the Superbrain Yoga makes the practitioner, in general, smarter and more psychologically balanced. Superbrain Yoga transforms or internally alchemizes the energies from the lower energy centers into higher subtler energies. These energies are then utilized by the upper energy centers. When those centers are highly energized, they energize the brain so it can function with greater efficiency and effectively. Superbrain Yoga not only energizes and activates the brain, but also assists in balancing the energies of the heart, throat, ajana, forehead and crown energy centers. (For detailed information on the 11 major energy centers, their location and function please refer to "Miracles Through Pranic Healing" by the same author)

Objectives of the study:

The study will be conducted to evaluate the effects of the Superbrain Yoga on experiencing academic and behavioral problems.

1. To study the improvement in academic performance.
2. To study the psychological well being of teacher and students
3. To study the student's attendance during the practice.

Hypothesis of the study:

1. There will be significant improvement in performance after superbrain yoga in academic performance.
2. There will be significant improvement in performance after superbrain yoga in student's attendance.
3. Superbrain yoga has differential effect on both male & female students.

Significance and scope of the study:

The effect of Superbrain Yoga on people with severe ailments such as cancer, sexually transmitted diseases (STD's), severe heart conditions, is unknown. Any form of physical exercises should not be undertaken without first consulting a medical doctor. SuperBrain Yoga is a scientifically validated method that will help you energize your brain and enhance its sharpness and clarity. It's a simple technique which proposes to increase intellectual capacity and sharpen both memory and concentration. This practice is based on the principles of subtle energy and ear acupuncture. Basically, SuperBrain Yoga allows energy from your lower chakras—or energy centers—to move up to the forehead and crown chakras. When this happens, this energy is transformed into subtle energy, which is utilized by the brain to enhance its proper functioning.

Material and Method :Methods:

Study Area:

This study will be conducted in Shri Annasaheb Dange Shaikshanic Sankul ,Ashta, Sangli where in the place researcher will get students and teachers of Engineering college, Medical college, Marathi School, Sainik School, Ashram shala, students from education college..From each sector 100 students, 10 teachers will be selected for training and administration.

Study Design:

The study Design will be experimental study design in which data will be collected before and after training. Pre-test & post-test study design will be selected .In study area Shri Annasaheb Dange Shaikshanic Sankul ,Ashta approximately 10,000 people and students are working in which researcher selected the sample size of 550 people. Sampling method is random selection method.

Standardized Test:

The Gates MacGinitie Standardized Test was used to evaluate the effectiveness of this study. The interval between the Gates Tests was eight months. The Gates MacGinitie Reading Inventory was used to regulate the effectiveness of the program. It is administered each September and May to monitor:

- Grade level progress
- Ascertain which students are reading on grade level
- Identify students for individual diagnosis in reading and vocabulary
- Organize students into instructional groups.

Assessment criteria:

1. Academic Performance
2. Students attendance Performance
3. Assessment of questionnaire from the students
4. Assessment of questionnaire from the teachers

Statistical Analysis:

The data will be analysed with repeted measure ANOVA, Chi Square Test, Contingency coefficient analysis, paired t test.After the training and practice Immediate Memory test, Concentration test will be conducted.

Flow Chart of the study:

**SENSITIZING & TRAINING OF TEACHERS ON SUPERBRAIN
YOGA**



RANDOM SELECTION OF STUDENTS



ACADAMIC AND ATTENDANCE PRE TEST SCORES



INTRODUCTION AND PRACTICE OF YOGA FOR 3 MONTHS



POST TEST SCORES OF ACADEMIC & ATTENDANCE



QUESTINNAIRE TO STUDENTS AND TEACHERS



STATISTICAL ANALYSIS



CONCLUSION

DATA ANALYSIS:

Table No 1:Discrimination of gender in school

| Sr.No. | Gender | Frequency | Percentage |
|--------|--------|-----------|------------|
| 1 | Male | 51 | 62.96296 |
| 2 | Female | 30 | 37.03704 |
| | Total | 81 | 100.00 |

(Source: Primary Data)

From the above table pie chart it is clear that 51 percent of the total population are boys while 30 percent were girls.

Table No 2:Discrimination of gender in school:

| Sr.No. | Gender | Mean | S.D | C.I | C.I |
|--------|--------|----------|----------|----------|----------|
| 1 | Male | 15.31605 | 0.384531 | 16.06973 | 0.23085 |
| 2 | Female | 15.3 | 0.439435 | 16.16129 | 14.43871 |

(Source: Primary Data)

From the above graph it is clear that mean age of male was 15.31 yrs and S.D is 0.345 and that of female was 15.3 yrs and S.D is 0.4394.

Table No 3: Distribution of Attendance:

| Sr.No. | Month | Male | | | Female | | |
|--------|-------|---------|------|---------|---------|------|---------|
| | | Mean | Mode | S.D. | Mean | Mode | S.D. |
| 1 | July | 23.1605 | 25 | 2.4416 | 23.2667 | 25 | 2.53164 |
| 2 | Dec | 24.3095 | 25 | 1.38592 | 24.1667 | 25 | 1.05318 |

(Source: Primary Data)

From the above graph mean attendance of male in month of July was 23.16 days and maximum present days were 25 and S.D is 2.44. After training that is in month of Dec mean attendance was 24.30 days and maximum present days were 25 and S.D was 1.38 . It is clear that S.D in December was less than S.D in July that is number of absentees of those students are significantly reduced. From the above graph mean attendance of female in month of July was 23.26 days and maximum present days were 25 and S.D is 2.53.. After training that is in month of Dec mean attendance was 24.16 day s and maximum present days were 25 and S.D was 1.053.It is clear that S.D in December less than S.D in July that is number of absentees of those students are significantly reduced.

Table No 3: Comparison of Test Score :

| Sr.No. | Test Score | Male | | Female | |
|--------|------------|----------|----------|----------|----------|
| | | Mean | S.D. | Mean | S.D. |
| 1 | Before | 14.98765 | 1.965285 | 14.96667 | 2.07566 |
| 2 | After | 17.28395 | 1.237281 | 17.0333 | 1.245221 |

(Source: Primary Data)

From the above graph mean test score of male was 14.98 out of 20 marks and S.D is 1.96 and after training it was 17.28 out of 20 marks and S.D is 1.23. And that of female before training mean was 14.96 out of 20 marks and S.D is 2.07 and after training it was 17.03 and S.D is 1.24.

From the above graph mean test score of male was 14.98 out of 20 marks and S.D is 1.96 and after training it was 17.28 out of 20 marks and S.D is 1.23. And that of female before training mean was 14.96 out of 20 marks and S.D is 2.07 and after training it was 17.03 and S.D is 1.24.

Table No 4: Comparison of Monkey Ladder Test

| Sr.No. | Monkey Ladder Test | Male | | Female | |
|--------|--------------------|---------|---------|---------|---------|
| | | Mean | S.D. | Mean | S.D. |
| 1 | Before | 12.2348 | 2.48339 | 12.1 | 2.45441 |
| 2 | After | 16.0494 | 1.39559 | 16.0333 | 1.40559 |

(Source: Primary Data)

In Monkey Ladder Test before training the mean score of male was 12.23 out of 20 marks and S.D was 2.48. After training mean score was 16.04 out of 20 marks and S.D was 1.39. Similarly before training mean score of female was 12.1 out of 20 marks and S.D was 2.45. After training mean score was 16.03 out of 20 marks and S.D is 1.40. From this it is clear that students concentration towards their study is increased resulting in increase of their average score.

In Monkey Ladder Test before training the mean score of male was 12.23 out of 20 marks and S.D was 2.48. After training mean score was 16.04 out of 20 marks and S.D was 1.39. Similarly before training mean score of female was 12.1 out of 20 marks and S.D was 2.45. After training mean score was 16.03 out of 20 marks and S.D is 1.40.

From this it is clear that students concentration towards their study is increased resulting in increase of their average score.

Table No 5: Testing of Hypothesis

| Sr. No. | Hypothesis | Test Used | Calculated Value | degree of freedom | Level of Significance | p- value | Decision |
|---------|---|-----------------|------------------|-------------------|-----------------------|----------|-----------------------|
| 1 | There will be significant improvement in performance after superbrain yoga in academic performance. | Paired 't' Test | 4.10565 | 80 | 5% | 1.990064 | Reject the Hypothesis |
| 2 | There will be significant improvement in performance after superbrain yoga in student's attendance. | Paired 't' Test | 2.92211 | 80 | 5% | 1.990064 | Reject the Hypothesis |
| 3 | Superbrain yoga has differential effect on both male & female students. | Paired 't' Test | 1.15133 | 80 | 5% | 1.990064 | Accept the Hypothesis |

Hence it is concluded from the above that There will not be significant improvement in performance after superbrain yoga in academic performance and there is not any significance difference in attendance before and after training. But there is significance difference in Test Score before and after training. Monkey Ladder Test Score of students was less before training and it was increased after the training. Hence there is significance difference in Monkey Ladder Test Score before and after training.

Conclusion:

From this study, we will conclude that there is a positive relationship and significant improvement in the academic and behavioral performance of a middle school adolescent by using the Superbrain Yoga. The Superbrain Yoga designed by Grand Master Choa Kok Sui provides the students, with a tool for success when learning new materials, preparing for tests, and setting academic goals.

Considering the Academic Changes it is found that Test scores improved. Students moved from anxiety to tests, to exhibiting confidence. Students verbally noted the difference in test scores and the struggle in performing the tests when they did not do the physical exercises in the other classes. The students continue to meet with academic success, which is moving teachers to continuously restructure their academic groups

Considering the Behavioral Changes , A number of students refused to participate; but the majority were highly enthusiastic, and requested exercises when they noted changes in the environment. Students were noticeably uncomfortable during the hip rolls. A small number of students laughed; this tempered involvement according to the level of performance from their peers. A number of students accepted the program in their minds, but found it difficult at times to complete exercises in the classroom with full focus. Due to a rotating schedule the exercises were not performed at the same time each day. Exercises were combined with the intent of activating the energy within the body and with the energizing and activation of the brain. Majority of students participating credited the exercises to their improved states of learning. Students continuously commented on the positive sensation they

experienced when energizing and activating the brain. Students who fully participated enjoyed the program and credited it for their improved test scores. Students who were not in the class wanted to participate in the program.

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