

# Superbrain Yoga Enhances Well-Being among School Students

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## Abstract

**Background:** Superbrain Yoga (SBY) boosts pranic energy in the brain. It is based on ear acupuncture and the movement of subtle energy in the body.

**Aim:** The aim of this study is to improve the well-being of school students by practicing SBY.

**Setting and Design:** The study involves 1,945 school students from Mysore district, India. SBY was practiced by the students for a period of three months thought by their teachers.

**Method:** Responses with a questionnaire from the students and their teacher were collected and examined. The questionnaire was on health, relationship with their family and friends, time consciousness, communication skills and activeness of students.

**Statistical Analysis:** The data collected were analyzed with Chi-square test and contingency coefficient analysis.

**Results:** Responses of the students were analyzed and they reported that their health has often improved by 78%, sometimes improved (16.3%) and rarely improved (5.6%). Similarly, responses in the relationship with family and friends were found to be drastically improved (81.3%), moderately improved (14.6%) and hardly improved (4.1%). Both the results were found to be significant ( $p < 0.001$ ). Teachers also reported that students improved in their time consciousness, communication skills, and activeness.

**Conclusion:** SBY has improved the overall well-being of school students.

**Keywords:** Brain, family, health, prana, school, yoga

## Introduction

The human brain being more powerful and sophisticated, it becomes essential to maximise its potential for better work output and holistic wellbeing. Many techniques to optimize brain wellness are described in literature. Among them Yoga is most popular. Yoga changes the physiology of the body through breathing techniques, physical postures (asanas), and cognitive control (relaxation and meditation).<sup>[1,2]</sup> Superbrain Yoga

(SBY) is a yogic exercise that cleanses and energizes the chakras needed for the brain to function efficiently. The chakras are actually the main acupuncture points. SBY is done by squeezing earlobes with forefinger and thumb in a specific position followed by fourteen squats with controlled breathing technique. By doing this, the ear produces the necessary energy or *prana* connection to the right and the left brain. This causes the left and right brain to become activated and energized.<sup>[3]</sup>

Crown chakra is located at the crown of the head and has the task of controlling and energizing the brain. The sex chakra is located in the coccyx area. It controls the energy of the gonads and gives them energy. Basic chakra is a dynamic activity center. This is the center of action and operation. If basic chakra is imbalanced, it

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will be very overactive and could lead to several health complications for humans. By doing SBY energy is transferred from the lower centers to the upper centers mainly the crown centre, which control the pineal gland and overall brain health. Hence, SBY could enhance the Pranic energy in the brain. This technique was practiced and developed long ago by Indian rishis to increase the intelligence of people.<sup>[4]</sup> Earlier studies showed when school childrens practiced SBY it could help in enhancing concentration, confidence,<sup>[5]</sup> memory, selective attention,<sup>[6]</sup> academic performance and visuospatial ability <sup>[7]</sup>. When SBY is practiced for one minute, Alfa wave activity in the brain is increased.<sup>[8]</sup> It also helps children with Attention Deficit Hyperactivity Disorder (ADHD).<sup>[9]</sup> SBY is easy to learn technique, cheap and could be practiced daily by school students to improve their overall performance. The present study aims to find the effectiveness of SBY on well-being of school students.

## Method

### Sample

Thirty eight teachers from many schools in Mysore district, India randomly participated in this study. They were trained about SBY technique. Among them 997 were girls and 948 were boys totalling to 1,945 in number, with their average age of 12.5 yrs. The subjects (teachers and students) were informed about the purpose and method of the study and their consent was obtained. They were guaranteed that they could withdraw from the study at any time.

### Study Design

Cross sectional study design was used.

### Phases of the study

The study was performed in three phases.

#### *I<sup>st</sup> phase*

A workshop was performed for the selected school teachers about SBY as hypothesised by Master Choa Kok Sui. They were provided with SBY trainers manual, which contained detailed information about SBY and its procedure

#### *II<sup>nd</sup> phase*

These teachers in turn trained their students who participated in this study about SBY and was practiced

for a period of three months. Daily before the school began, teachers guided students to practice SBY except on Sundays and hoildays.

#### *III<sup>rd</sup> phase*

Teachers and students responses were collected with a questionnaire and analysed after completion of second phase.

### Superbrain Yoga procedure

Stand facing the east, Connect the tongue to the roof of your mouth i.e..palate; Press the right earlobe by the thumb and index finger of the left hand and left earlobe by the thumb and index finger of the right hand; The right hand should overlap the left hand; While sitting, simultaneously inhale and while standing, simultaneously exhale; Repeat the last step for 14 times. <sup>[3]</sup>

### Tools employed for the study

Two questionnaires were used as tools in the present study.

- *Superbrain Yoga Questionnaire for school teachers.*
- *Superbrain Yoga Questionnaire for students.*

### Permission

Permission to conduct this study was obtained from Deputy Director of Public Instructions office (DDPI) and from District AYUSH Officer, to conduct the study.

### Statistical methods applied

The data collected have been analyzed under Chi-Square test and Contingency Coefficient analysis and the results obtained have been tabulated and interpreted.

## Results and Discussion

### Improvement in overall health

Table I denoted that 78 % of the students have opined that they have often felt an improvement in their overall health after the practice of SBY. Only 16.3 % of them felt that sometimes they observed improvement and 5.6 % felt that practicing SBY has helped them rarely in improving their health. Chi-square test revealed a significant difference in student's health after SBY ( $X^2 = 1783.528, P < .001$ ). Among 78 % of the students who

have experienced significant improvement in their health 93.8 % of them are studying in the lower grade (1<sup>st</sup> to 5<sup>th</sup> standard), 71 % in the middle grade (6<sup>th</sup> to 8<sup>th</sup> standard) and only 66.3 % in the higher grades (9- 10<sup>th</sup> standard) and the results were found to be significant (P<0.001).

**Relationship with friends and family members**

Both urban and rural area students have found to have experienced improvement in relation to their family and friends. Practice of SBY has helped the students from urban areas to improve the relationship with their friends and family members by 85.1 % than the rural students (78.1 %) and the results were significant (P<0.001). The effect of SBY is the same for both boys and girls of all age group (Table II). Chi-square test revealed a significant difference in student’s relationship after SBY practice ( $X^2 = 2049.247$ ,  $P < .001$ ).

**Teachers feedback**

To study the impact of SBY on students, 14 teachers were randomly selected and given a questionnaire. There were 11 male and 3 female teachers within age 30 to 55 yrs. Data from teachers were elicited questioned through a questionnaire regarding the effects of SBY on student’s time consciousness, discipline, communication skills, memory and activeness of students. It is very encouraging to know that 92.9 % of the teachers opined that they have observed improvement in the time consciousness among students after the practice of SBY and it was found to be significant. As shown in Table III, a majority of the teacher’s (85.7 %) of them observed a better discipline in students after the practice of SBY. Majority of the teachers (71.4 %) have opined that they have noticed signs of memory enhancement of the students after the practice of SBY.

**Table 1. Frequency and percentage of students who have experienced improvement in overall health 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	49	60	12	48	49	48	61	109
	%	5.2	6.0	1.7	7.0	8.8	5.3	5.8	5.6
Sometimes	f	137	181	32	148	138	157	161	318
	%	14.5	18.2	4.5	21.6	24.9	17.4	15.4	16.3
Often	f	761	756	662	488	368	695	823	1518
	%	80.4	75.8	93.8	71.3	66.3	77.2	78.8	78.0
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 = .055 P = .051		CC =.279 P < .001			CC = .029, P = .451		X2=1783.528 P < .001

Table 2. Frequency and percentage of improvement of student's relationship with friends and family members 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	
Hardly improved	f	41	38	8	39	32	27	52	79
	%	4.3	3.8	1.1	5.7	5.8	3.0	5.0	4.1
Moderately improved	f	126	158	19	123	142	107	177	284
	%	13.3	15.8	2.7	18.0	25.6	11.9	16.9	14.6
Drastically improved	f	780	801	679	522	381	766	816	1581
	%	82.4	80.3	96.2	76.3	68.6	85.1	78.1	81.3
Total	f	947	997	706	684	555	900	1045	1944
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Test Statistics		CC =.037 P = .257		CC =.288 P < .001			CC =.090 P < .001		X <sup>2</sup> =2049.274 p < .001

Table 3. Frequency and percentage of teacher's feedback about students behaviour after regular practice of SBY for 3 months and results of test statistics

Teachers Opinion		Rarely	Sometimes	Most of the times	Statistics
More time conscious	f	0	1	13	X <sup>2</sup> = 10.286 p<.001
	%	0	7.1	92.9	
Discipline of students	f	0	2	12	X <sup>2</sup> = 7.143 p= .008
	%	0	14.3	85.7	
Communication skills of students	f	0	1	13	X <sup>2</sup> = 10.286 p<.001
	%	0	7.1	92.9	
Memory enhancement	f	0	4	10	X <sup>2</sup> = 2.571 p= .109
	%	0	28.6	71.4	
Activeness of students	f	0	1	13	X <sup>2</sup> = 10.286 p<.001
	%	0	7.1	92.9	

## Discussion

The relationship of students with their family and friends have improved along with the physical health indicating overall improvement among students after the practice of SBY. SBY being practiced on a regular basis becomes a physical activity contributing towards the brain wellness of the child. Examinations of SBY practitioners with EEG and Brain Maps show that their brain are fully synchronized and balanced. Even the Alpha waves activity is increased over Frontal, Parietal and Occipital regions of the brain.<sup>[8]</sup> Elevations in alpha wave activity have been associated with an increased perception of calmness, memory enhancement and pain reduction. Alpha waves are also known to strengthen the immune system, which makes the person healthy.<sup>[10]</sup> Yoga claims to relax the sympathetic nervous system by activating parasympathetic–limbic pathways that relax body and mind.<sup>[11]</sup> This helps to enhance children's performance at school. According to studies of Wheeler & Wilkin,<sup>[12]</sup> yoga improves focus, concentration and learning readiness as well as enhances health and fitness. A positive correlation with yoga in improving physiological and psychological performance of healthy subjects was studied by Mariappan and Subramaniam.<sup>[13]</sup> By performing Yoga, children reported that they felt calmer, could sleep better, less panicky and more relaxed.<sup>[14]</sup> Child self-esteem showed significant improvements in children's confidence, social abilities and involvement. Child–parent relationship quality also improved.<sup>[15]</sup>

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 to remain active mentally and intellectually.<sup>[16]</sup> SBY can play an efficient role in the enhancement of mental activity among college-going adolescence.<sup>[17]</sup> It exercises the brain and balances energy in the left and right hemisphere of the brain. This balance of energy in the brain contributes to the enhancement of well-being of a person. SBY is an technique that needs no special technology and equipment, no particular time and place to practice as a result, the independence of the practitioner is preserved.

## Conclusion

SBY helps in increasing their health and enhanced relationship with family and friends of students. Schools can implement SBY regularly to students to improve their well-being.

**Conflict of Interests:** All the authors reports no conflict of interests

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**Ethical Clearance:** Permission to conduct this study was obtained from Deputy Director of Public Instructions office (DDPI) and from District AYUSH Officer, to conduct the study.

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