



A STUDY TO ASSESS EFFECTIVENESS OF SUPER BRAIN YOGA ON ATTENTION AND CONCENTRATION OF TEENAGE SCHOOL CHILDREN OF SELECTED SCHOOLS OF PUNE CITY.

Mental Health Nursing

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ABSTRACT

Background: Two key cognitive functions that are necessary for human functioning are attention and concentration. Both processes require the capacity to maintain focus and mental effort on a particular task or set of stimuli for a prolonged period of time. Super brain yoga is a holistic, somatic method used to raise mood, improve health, and increase brain function. It is well-liked as a technique for enhancing schoolchildren's cognitive ability. **Aim:** To find effectiveness of super brain yoga on attention and concentration of teenage students and find association with selected demographic variables. **Material And Methods:** A one-group pretest-post-test pre-experimental design was employed. The research approach is descriptive evaluation, and the study was conducted at a few chosen schools in Pune. A nonprobability convenience sampling method was used for 60 samples from chosen schools in Pune city. **Results:** The mean of the attention-focusing scale in children increased from 23.25 (pre-super brain yoga) to 29.73 (post-super brain yoga), and SD from 3.71 (pre-super brain yoga) to 2.44 (post-super brain yoga). The median is 24. The t-test score value is 24.25. The mean of the attention-shifting scale in children from 28.41 (pre-super brain yoga) to 31.88 (post-super brain yoga), and SD from 3.19 (pre-super brain yoga) to 3.28 (post-super brain yoga). The median is 28. The t-test score value is 12.86. Pre-intervention concentration score mean is 11.80, the SD is 2.75, the post-intervention concentration score mean is 10.03, SD is 2.54, and the t-test value score is 5.58.

KEYWORDS

Effectiveness, Attention, Concentration, Super Brain Yoga.

INTRODUCTION

Super brain yoga in recent years, a distinctive practice, has become more well-known in India and all around the world. It is a straightforward yet effective practice that blends physical postures with controlled breathing to assist enhance mental health in general as well as brain function, memory, and focus.¹ This method has its origins in ancient Indian culture and is founded on the tenets of energy healing and yoga. Master Choa Kok Sui, a spiritual guide and the creator of Pranic Healing, brought it to the West for the first time after studying and using it for a long time in India. The physical positions and breathing techniques used in Super brain Yoga are intended to activate and balance the brain's energy centres. It is thought that using this approach will improve the flow of oxygen and energy to the brain, improving cognitive function and general wellbeing.²

Super brain yoga is becoming more and more well-liked nowadays among people of all ages and socioeconomic backgrounds since it is a straightforward and convenient practice that can be carried out by anybody, anywhere, without the need for any specialized tools or training. Students, professionals, and anybody else trying to better their mental talents and quality of life are choosing it frequently because of how effective and simple it is to use.

In conclusion, Super brain Yoga is a potent technique with roots in ancient Indian tradition that is currently becoming more and more well-known all over the world. It is a useful tool for anyone trying to improve their cognitive abilities and gain more well-being due to its capacity to promote brain function and general mental health. Super brain yoga, a comparable practice that involves kneeling, breathing, and squeezing each earlobe with the thumb and a finger, has been demonstrated to increase student focus, class involvement, academic performance standards, and social skills in a sample of US schoolchildren. The study examines the impact of yoga on concentration and attention.³

METHODOLOGY:

Teenage participants in a pre-experimental one-group pre-super brain yoga post-super brain yoga study came from a few selected schools in Pune. Super brain yoga enthusiasts who were between the ages of 10 and 15 were sought out for this study. Super Brain Yoga was not open to kids who had previously practised it or who had any kind of mental illness. The samples were chosen through convenience sampling, a non-Probability sampling technique. The ability of a chosen group of kids to concentrate, focus their attention, and change their attention were assessed prior to intervention. They received super brain yoga

instruction, Super brain yoga entails completing 10 to 21 squats while controlling the breath, crossing the arms, grasping the earlobes, and pressing the tongue against the roof of the mouth, which they were to put into practise twice daily for ten minutes. Our key finding from the review after 15 days was an improvement in attention shifting, focusing, and concentration.

RESULTS:

The study observed significant positive changes in children's attention-focusing ability after participating in Super brain Yoga, as indicated by an increase in mean scores from pre-intervention (23.25) to post-intervention (29.73). This change is supported by a decrease in standard deviation (from 3.71 to 2.44) and a notable t-test score of 24.25. Additionally, attention-shifting ability also improved, with mean scores rising from 28.41 to 31.88 after Super brain Yoga, and a corresponding t-test score of 12.86, demonstrating its efficacy in enhancing cognitive flexibility. Furthermore, concentration levels showed improvement, with the pre-intervention mean of 11.80 decreasing to 10.03 post-intervention, accompanied by a t-test value of 5.58, illustrating the positive impact of Super brain Yoga on concentration.

DISCUSSION:

In this study, it was discovered that super brain yoga increased teen school children's attention-focusing scores from 23.25 (pre-super brain yoga) to 29.73 (post-super brain yoga), and that SD decreased from 3.71 (pre-super brain yoga) to 2.44 (post-super brain yoga). 24 is the median. The value of the t-test is 24.25. Additionally, the mean super brain yoga score on the attention-shifting scale of adolescent schoolchildren increased from 28.41 to 31.88 after the test, and the standard deviations decreased from 3.19 to 3.28. 28 is the median. The value of the t-test score is 12.86. Additionally, the mean concentration score increased. The pre-intervention concentration score mean was 10.03, the SD was 2.54, and the t-test value was 5.58. The post-intervention concentration score mean was 11.80, SD was 2.75, and the score was 5.58. In a related study, conducted by Jois, Srikanth, and Lancy, D'Souza (2018), 1,945 schoolchildren from the Indian district of Mysore participated. For three months, SBY was introduced to the students by the teachers. After three months, responses from the students were gathered using a questionnaire that focused on their ability to focus, recall information, and feel confident when taking exams.² Chi square and contingency coefficient tests were used to assess the attributes that were extracted from the survey. 86% of students said that using SBY in their studies had given them the confidence to take exams. Students said their focus had increased by

70.5 percent and their memory had improved by 74.9 percent. As a result, SBY has raised pupils' average test scores across the board. The researcher conducted the chi square test. to determine the relationship between pre- super brain yoga attention and concentration in teenage students in particular schools and demographic factors. These are the demographic variable's chi-square values. At a significance level of 0.05, previous exposure (0) is less than the table values since it is constant, which rules out the test hypothesis. P-value for other factors is greater than 0.05. Therefore, there is no correlation between the chosen demographic factors and the modified attention-focusing scores, according to statistics. The demographic Previous exposure (0) variable's chi-square values are fewer than the table values at a significance level of 0.05 because it is constant, which implies that the test hypothesis is not accepted. P-value for other factors is greater than 0.05. Therefore, there is no correlation between the chosen demographic factors and the modified attention-shifting scores, according to statistics. At a 0.05 level of significance, chi-square values of the demographic variables Gender (0.016) and Previous exposure (0) are smaller than the values in the table, rejecting the test hypothesis. P-value for other factors is greater than 0.05. Therefore, statistically, there is no correlation between the modified concentration level scores and the chosen demographic variables.

CONCLUSION :

The study aimed to assess the impact of super brain yoga on the focus and attention of adolescent students at particular schools in Pune and the results demonstrate that super brain yoga was successful in improving these traits. Teenage school students' attention and concentration are not strongly correlated with any demographic factor.

TABLES

Objective 1. To determine the pre-super brain yoga attention and concentration of teenage school children of selected schools in Pune City.

Table 1: The Frequency And Sample Distribution By Percentage Of The Pre- Test Modified Attention-focusing Scale N=60

Modified Attention Focusing Scale (Score)	Frequency	Percentage
POOR (9-18)	07	11.66%
AVERAGE (19-27)	49	81.66%
GOOD (28- 36)	04	6.66%

Table 2: The Frequency And Percentage Distribution According To The Pre-test Modified Attention-shifting Scale N=60

Modified Attention Shifting Scale (Score)	Frequency	Percentage
POOR (11-22)	0	0%
AVERAGE (23-33)	55	91.66%
GOOD (34- 44)	05	8.33%

Table 3: The Frequency And Percentage Distribution According To The Pre-test Modified Concentration Scores N=60

Modified Concentration Level (Score)	Frequency	Percentage
GOOD (0-6)	07	11.66%
AVERAGE (7-13)	32	53.33%
POOR(14-17)	21	35%

Objective 2. To determine the post- super brain yoga attention and concentration of teenage school children of selected schools in Pune City.

Table 4:the Frequency And Percentage Distribution According To The Post-test Modified Attention-focusing Scale N=60

Modified Attention Focusing Scale (Score)	Frequency	Percentage
POOR (9-18)	0	0%
AVERAGE (19-27)	14	23.33%
GOOD (28- 36)	46	76.66%

Table 5: Show The Samples' Frequency And Percentage Distribution According To The Post-test Modified Attention-shifting Scale N=60

Modified Attention Shifting Scale (Score)	Frequency	Percentage
POOR (11-22)	0	0%
AVERAGE (23-33)	41	68.33%
GOOD (34- 44)	19	31.66%

Table 6: The Samples' Frequency And Percentage Distribution According To The Post-test Modified Attention-shifting Scale N=60

Modified Concentration Level (Score)	Frequency	Percentage
GOOD (0-6)	12	20%

AVERAGE (7-13)	48	80%
POOR (14-17)	0	0%

Objective 3. To Find The Effectiveness Of Super Brain Yoga On The Attention And Concentration Of Teenage School Children.

Table 7: Comparison Between Pretest And Post Test Scores. N=60

Variables	Mean	Standard Deviation
Pre-intervention score modified attention-focusing scale	23.25	3.71
Post-intervention score	29.73	2.44
t-test	24.25	
Pre-intervention score modified attention shifting scale	28.41	3.19
Post-intervention score	31.88	3.28
t-test	12.86	
Pre-intervention modified concentration score	11.80	2.75
Post-intervention score	10.03	2.54
t-test	5.58	

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