Advanced International Journal for Research (AIJFR)
E-ISSN: 3048-7641 ● Website: www.aijfr.com ● Email: editor@aijfr.com

Effectiveness of Video Assisted Teaching Programme about Super Brain Yoga on Academic Performance Among Higher Primary School Students at Selected Higher Primary Schools, Bangalore.

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Abstract

The study was conducted to assess the effectiveness of a video-assisted teaching programme on Super Brain Yoga in improving the academic performance among higher primary school students. A pre-experimental one-group pre-test and post-test design was adopted. The sample consisted of 60 students, selected using a non-probability sampling technique. Data were collected using a Modified Academic Performance Scale. The findings revealed that the mean pre-test score was 25.5 and the mean post-test score increased to 52.62, with median values rising from 11.94 to 52. The standard deviation was 8.86, and the obtained‘t’ value of –19.2 indicated a highly significant difference ($p < 0.05$) between the pre-test and post-test scores. These results clearly demonstrate that the video-assisted teaching programme on Super Brain Yoga was effective in enhancing the academic performance of higher primary school students.

Conclusion: The study concludes that Super Brain Yoga, when taught through video-assisted sessions, significantly improves students’ concentration, memory, and academic achievement. It can be incorporated as a simple and effective technique in school-based learning programmes.

1. Introduction

In advancement of technological progress and globalization, education is seen as an essential first step in all human endeavors. It is essential to the growth of human capital and is directly related to a person's well-being and prospects for higher living standards. The acquisition of knowledge and skills that improve productivity and general quality of life is made easier by education. A country's economy can improve as a result of this enhanced productivity since it can provide new revenue streams.

Educators focus the quality of student achievement, striving to create a major influence on local, regional, national, and global stages. Understanding the factors that significantly affect students' academic success has long been the attention of researchers, educators, and trainers. These variables include things like student traits, family background, school climate, and peer influences, among other things that happen both within and outside of the school setting. These demographic factors have historically been studied since the 17th century and usually include factors such as age, gender, location, ethnicity, marital status, socioeconomic status (SES), parents' educational attainment, parental occupations, language, income, and religious affiliations. Demography, which investigates the effects of demographic characteristics in both biological and social contexts, is typically used to analyze these elements.

However, defining and measuring the quality of education is complex. Among all the factors, socioeconomic status is one of the major factors which affect academic performance of the students. Different studies were showing that, Students from low socio economic status has difficult to continue the studies or their concentration level is low.

In particular, this study aims to evaluate the effectiveness of a video-assisted teaching program focused on super brain yoga and its impact on the academic performance of higher primary school students at a selected school in Bangalore, Karnataka.

Super Brain Yoga is a simple yet powerful technique that involves certain physical movements and breathing exercises with the aim of energizing the brain. The practice is said to enhance cognitive function, improve memory, and promote overall mental well-being. It gained popularity through the work of Master Choa Kok Sui, a spiritual teacher and founder of Pranic Healing.
The basic steps of Super Brain Yoga involve:

Standing Position:

- Stand with your feet shoulder-width apart.
- Ensure that you are in a comfortable and balanced position.

Cross-Crawl Movement:

- Take your right hand and place it a cross your body to touch your left earlobe.
- Similarly, take your left hand and place it across your body to touch you right earlobe.
- The hands should be crossed, with the right arm above the left.

Squatting:

- Inhale deeply while squatting down.
- Keep your hands at your earlobes and maintain the crossed position.
- Hold your breath as you squat down.

Standing Again:

- Exhale as you stand back up to the original position.
- Keep your hands crossed at the earlobes throughout the exercise.

Repeat:

- Repeat the process several times, ideally doing it 14to21 times.

Super Brain Yoga promoted as a technique that can offer various cognitive and psychological benefits, such as Improved Concentration and Focus, Enhanced Memory, Stress Reduction, Energy Boost, Promotion of Mind-Body Connection, Calming Effect, Balancing Left and Right Brain Hemispheres, Routine and Discipline, Enhanced Emotional Regulation.

NEED FOR THE STUDY

"Success is not final, failure is not fatal, it is the courage to continue that counts"
—Winston Churchill

In worldwide Around 86.3% of adults over the age of 15 are literate, compared to 90.0% of adults who are male and 82.7% of adults who are female. Regional differences in educational attainment are notable, with sub-Saharan Africa having a literacy rate of 64.0% and developed countries approaching 99.2%.

According to figures from the National Statistical Commission, India's overall literacy rate was around 80.9% in 2017–18. In 2023–2024, the National Sample Survey Office (NSSO) reported an even higher rate of 80.9%. More recent studies, such as the 2022–2023 Periodic Labour Force Survey (PLFS), show a higher overall percentage of 79.2% for people aged 7 and older, compared to the 2011 Census's 74.04% literacy rate. Although it is narrowing, the literacy divide between men and women still exists, and urban areas routinely have higher literacy rates than rural ones. Even the literacy rate were higher but at the same time dropping out from educational institutions also going in a higher.

Systemic problems include a lack of infrastructure and skilled teachers, an emphasis on theory rather than practical skills, educational inequity, and students' rivalry and distraction from digital devices are all contributing to India's dropping academic performance rates.
The major goal of the government is to improve the academic performance among students and achieve the high academic achievement rate. Different kinds of interventions can follow to attain high academic performance rate of students. But recently the complementary therapies are blooming and it gives tremendous changes in cognitive skills of the students.

By enhancing focus, reducing stress, and increasing general physical and mental fitness, complementary therapies like Ayurveda, Yoga, Meditation, and Herbal Remedies can improve academic performance in India. These methods, which are popular and well-received in India, assist students in developing more balanced study habits, improved attention spans, and improved emotional control. Although there are many different types of therapy, mind-body techniques like yoga and meditation are especially well-liked because of their capacity to lower anxiety and enhance cognitive performance.

In complementary therapies, one of the major yoga is super brain yoga. It is a contemporary adaptation of the ancient Indian method known as Ganeshasana or Thoppukaranam, which stimulates brain activity and enhances cognitive skills like memory and focus through conscious movement and ear

acupressure. The technique transfers and energises the brain with subtle energy by combining controlled breathing, squatting, and targeted earlobe squeezes.

Super brain yoga may improve academic achievement by improving mental stability, which can result in a more energized and sharper mind, as well as concentration, memory, and attentiveness. A more favourable mental state for students is suggested by studies and anecdotal data that show gains in selective attention, a crucial component of learning, as well as decreases in tension and anxiety.

The present study aimed to assess the effect of 15-day SBY on school children. So, the researcher felt that practicing Super brain yoga daily for 50-20 minutes will improve the students' academic performance and help to maintain the emotional balance.

Objectives:

1. To assess the pre-test level of academic performance among higher primary school students.
2. To assess the post-test level of academic performance among higher primary school students.
3. To compare the pre-test and post-test level of academic performance among higher primary school students.
4. To associate the pre-test level of academic performance with selected socio-demographic variables.

HYPOTHESIS:

H1: There will be a significant difference between pre-test and post-test level of academic performance among higher primary school students.

H2: There will be significant association between pre-test levels of academic performance with selected socio-demographic variables.\

ASSUMPTION:

- Super Brain Yoga may enhance the level of academic performance among higher primary school students.
- Super Brain yoga improves concentration and focus.
- Super Brain yoga helps to enhance memory, stress reduction, energy boost, Promotion of mind-body concentration.

DELIMITATION: Higher primary school students who are:

- Willing to participate in the study.
- Able to speak in Kannada and English.
- Studying in 7thstandard.
- In between the age group of 13 to 14 years.

REVIEWS:

Prof. Siman Xavier (2023) conducted an experimental study to assess the effect of super brain yoga technique on academic performance and psychological well-being among nursing students, Mumbai. Sample was selected by purposive sampling technique. Among 60 female nursing students ranging from age group of 17 to 19 years.90%ofthestudentreported, after the implementation of SBY has helped them to face examination more confidently; their memory has improved by 80% and concentration by 75%. These study findings showed that improvement in various parameters such as better sense of wellbeing, feeling of relaxation, improved concentration, Self-confidence, good interpersonal relationship[1].

Dr Srikanth N. Jois (2017) conducted a cross-sectional study to assess the effectiveness of super brain yoga on the academic performance and attendance of school students, Mysore, India. Sample was selected by1,945 school students studying from1st to 10th standards in Mysore, India. The academics core and attendance of the students were compared before and after practicing SBY for a period of 3months.This study finding showed that 13.86% increases in academic performance of students after the practice of SBY technique, and also an increase of 3.94% the attendance[2].

RESEARCH METHODOLOGY:

Research approach: Quantitative research approach used for this study.

Research Design: Pre experimental Research design opted for this study. (One Group Pre-test-Post test Design).

RESEARCH SETTING:

For the present study the setting is Higher primary School near AECS Maaruti College of Nursing.

Independent variable:

In this study independent variable is Super Brain Yoga.

Dependent variable:

In the present study the dependent variable is academic performance of higher primary school students.

Demographic variable:

The selected variables such as Age in years, Gender, Religion, Socioeconomic status, Family income, Parental Education, Parental Support for study, Type of family, Ordinal position of student in family, Study habits, Sources, Type of community.

Sample:

Sample refers to the 7th standard students who are studying at higher primary school in Bangalore.

Sample size:

The samples selected for the study were 60 higher primary school students.

Sampling technique:

In the present study, non-probability purposive sampling technique is used.

SAMPLING CRITERIA:

Inclusive criteria:

Students are:

- Available during the period of data collection.
- Willing to participate in this study.
- Able to speak in Kannada or English. Studying in 7th standard.

EXCLUSION CRITERIA:

Students:

- Who are not willing to participate.
- Participating in other research programs.
- Practicing any other relaxation technique.

DESCRIPTION OF TOOL:

For the current study, the researchers have used Modified Academic Performance Scale. The validity of tool corrected by five experts and the suggestions were incorporated. The tool divided in to two parts. Part one consist of Demographic variables and part two consist of Modified Academic Performance Scale contains 15 item questionnaire. The following table explains the scoring key:

Score	Parameter
66-75	Excellent Performance
51 -65	Good Performance
36 -50	Moderate Performance
21 – 35	Poor Performance
15 – 20	Failing Performance

ANALYSIS AND RESULTS: Analysis done based on the objectives.

Frequency and Percentage Distribution of Demographic Variables:

Table-1: Classification of respondents based on demographic characteristics.

Table No.	Socio-Demographic Variable	Frequency	Percentage
1.	**Age**		
	12	19	31.67
	13	28	46.67
	14	13	21.67
	Total	60	100

2.	**Gender**	**Frequency**	**Percentage**
	Male	26	43.33
	Female	34	56.67
	Total	60	100
3.	**Religion**	**Frequency**	**Percentage**
	Hindu	42	70
	Muslim	9	15
	Christians	8	13.33
	Others	1	1.67
	Total	60	100
4.	**Socio-economic Status**	**Frequency**	**Percentage**
	Low Socio-economic status.	14	23.33
	Middle-level economic status.	46	76.67
	High Socio-economic status.	0	0
	Total	60	100
5.	**Family Income**	**Frequency**	**Percentage**
	10000-25000	20	33.33
	25000-50000	38	63.33
	50000-75000	2	3.33
	75000-100000	0	0
	Total	60	100
6.	**Parental Education Level**	**Frequency**	**Percentage**
	Secondary level	34	56.67
	Higher secondary level	17	28.33
	Graduate	5	8.33
	Postgraduate	4	6.67
	Total	60	100
7.	**Types of Family**	**Frequency**	**Percentage**
	Nuclear family	36	60
	Joint Family	24	40
	Extended Family	0	0
	Total	60	100
8.	**Ordinal Position of Student in Family**	**Frequency**	**Percentage**
	First	34	56.67
	Second	21	35
	Third &above	5	8.33
	Total	60	100
9.	**Study Habits**	**Frequency**	**Percentage**
	Single Study	47	78.33
	Group Study	13	21.67

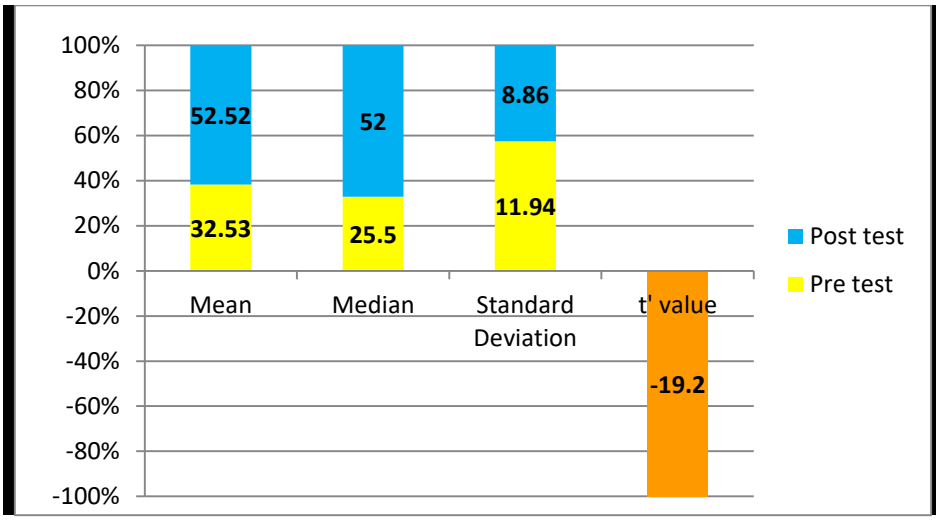
	Total	60	100
10.	**Sources**	**Frequency**	**Percentage**
	Only books	24	40
	Books & digital sources	19	31.67
	Books and digital and tuition	17	28.33
	Total	60	100
11.	**Types of community**	**Frequency**	**(%)**
	Urban	53	88.33
	Rural	7	11.67
	Tribal	0	0
	Total	60	100

Table 2: Comparison of pre test and post test academic performance score

Grade	**Pre test**		**Post test**	
	Frequency	**%**	**Frequency**	**%**
Excellent Performance	0	0	12	20%
Good Performance	0	0	24	40%
Moderate Performance	28	46.67%	24	40%
Poor Performance	20	33.33%	0	0%
Failing Performance	12	20%	0	0%

Table 3: Mean, Median, Standard Deviation and 't' value of pre-test and post-test scores of subjects:

Test	**Mean**	**Median**	**Standard Deviation**	**'t' Value**
Pre test	**32.53**	**25.5**	**11.94**	**-19.2**
Post test	**52.52**	**52**	**8.86**	df- 59



The calculated t-value of -19.2 exceeds the critical table value at a degree of freedom of 59, indicating statistical significance. So the stated hypothesis **there is significant difference between pre-test and post-test level of academic performance among higher Primary school students is accepted.**

Association between the pre-test scores with selected demographic variables

According to the demographic Variable **Age**, The chi square value is 0.13 and p value is .94, **Gender** chi square value is 0.27 and p value is 0.6, **Religion** chi square value is 0.11 and p value is 0.77, **Socio Economic Status** chi square value is 1.49 and p vale is 0.22, **Family Income** chi square value is 2.62 and p value is 0.27, **Type of Family** chi square value is 1.11 and p value is 0.29, **Ordinal position of the family** chi square vale is 0.75 and p vale is 0.69, **Study Habits** Chi square value is 0.88 and p value is 0.35 ,**Source of study** chi square value is 0.28 and p value is 0.87. These variables don't have significant association. So the stated Hypothesis **there is a significant association with pre test level of academic performance with demographic variables is rejected.**

According to the variable **Parental Education** the Chi-square Value is 7.85 and p value is 0.049, **Type of community** the chi Square value is 4.04 and p value is 0.044 which was statistically significant. So the stated hypothesis **there is a significant association with pre test level of academic performance with demographic variables is accepted.**

Conclusion:

The findings of the study reveal a significant improvement in the post-test scores compared to the pre-test scores. The **mean post-test score (52.62)** was substantially higher than the **mean pre-test score (25.5)**, indicating an enhancement in participants' performance following the intervention. Similarly, the **median score increased from 11.94 in the pre-test to 52 in the post-test**, showing that most participants performed better after the intervention. The **standard deviation of 8.86** for the pre-test indicates a moderate level of variability among the participants' initial scores. The calculated't' **value of –19.2** demonstrates a statistically significant difference between the pre-test and post-test scores, confirming that the improvement was not due to chance. Hence, the results clearly suggest that the intervention had a positive and effective impact on the participants' outcomes.

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