Effect of Inverted Yoga Practices and Brain Fitness Exercises on Critical Thinking of Coastal Area School Students

K. Balasubramanian¹, A. Anandhi²

¹Department of Physical Education and Health Science, Alagappa University, Karaikudi, Sivaganga, Tamil Nadu, India, ²Department of Education, DIET, Kalaiyar Kovil, Sivaganga, Tamil Nadu, India

ABSTRACT

The purpose of the study was to find out the effect of inverted yoga practices and brain fitness exercises on critical thinking of coastal area school students. To achieve the purpose of the present study, sixty (n = 60) coastal area school boys from Alphonsa Matriculation Higher Secondary School, Nagarcoil, Kanyakumari District, Tamil Nadu, India, were selected at random as subjects and their age ranged from 14 to 17 years. The subjects were divided into four equal groups of 15 students each. Group I acted as experimental Group I (Inverted Yogic Practices), Group II acted as experimental Group II (brain Fitness exercises group), Group III acted as experimental Group III (Combined training), and Group IV acted as control Group. The requirement of the experiment procedures, testing as well as exercise schedule was explained to the subjects so as to get full cooperation of the effort required on their part and before the administration of the study. The pre-test was conducted for all the subjects on critical thinking. The duration of the experimental period was 16 weeks. After the experimental treatment, all 60 subjects were tested on critical thinking. This final test scores formed as post-test scores of the subjects. The pre-test and post-test scores were subjected to statistical analysis using dependent “t”-test and analysis of covariance to find out the significance among the mean differences. Whenever the “F” ratio for the adjusted test was found to be significant, Scheffer’s post hoc test was used. In all cases, 0.05 level of significance was fixed to test hypotheses. The combined training group had shown significant improvement in critical thinking than the inverted yoga practices, brain fitness exercises group, and control group.

INTRODUCTION

The salubrious effects of physical exercise for health and fitness are seldom questioned. Physical education improves health, self-esteem, builds interpersonal relationships, responsible behavior, and independence (Polar, 2003). Staying fit has become an obsession for health-conscious people. They spend endless hours in activities which they think could usher in fitness. Generally speaking, when individuals are done at the exercise center they crash before television and put their cerebrum into a detached mode where every one of the abilities the psyche has, including memory, attentiveness, and rationale stagnate.[1]

The mind is the most imperative piece of the body and do not practice it is to invite apathy and torpidity into life. Cerebrum wellness is a way to deal with preparing the mind to perform at ideal levels and be sharp and solid even as maturity acts to degenerate the memory. A noteworthy piece of brain games includes playing an assortment of cerebrum diversions to prepare distinctive regions of the cerebrum. A couple of empirical articles on the effects of brain fitness exercises was reviewed by[2], Stephenson (2009), and Spaulding, Mostert, and Beam (2010). All four studies have affirmative findings supporting the efficacy of brain fitness activities. Indeed, even straightforward recreations, for example, bewilders, conundrums, crossword amusements, and even memory coordinate card diversions can help empower parts of the mind that include subjective capacity, critical thinking, memory maintenance, and other cerebrum aptitudes.

B.K.S. Iyengar holds the view that inversions allow the body to purge impurities, which facilitates strength, firmness, calmness, and clarity of mind. Ayurveda recommends the regular practice of inversions based on the theoretical concept that many of the impurities in our body are held in the lower abdominal area. When you invert the body and raise your feet above your head, you allow gravity to move these impurities...
Critical thinking is a vital topic in modern education. Critical thinking means making reasoned judgments that are logical and well-thought out. It is a way of thinking. You don’t simply accept all arguments and conclusions you are exposed to. An attitude of questioning follows. It is universally accepted that critical thinking should be an important dimension of education. Critical thinking should not be only educational choice but also rather an inextricable part of education.

**METHODOLOGY**

The purpose of the study was to find out the effect of inverted yoga practices and brain fitness exercises on critical thinking of coastal area school students. To achieve the purpose of the present study, 60 (n = 60) coastal area school boys from St. Alphonsa Matriculation School, Nagarcoil, Kanyakumari District, Tamil Nadu, India, were selected at random as subjects and their age ranged from 14 to 17 years. The subjects were divided into four equal groups of 15 students each. Group I acted as experimental Group I (Inverted Yogic Practices), Group II acted as experimental Group II (Brain fitness exercises group), Group III acted as experimental Group III (Combined training), and Group IV acted as control Group. The requirement of the experiment procedures, testing as well as exercise schedule was explained to the subjects so as to get full cooperation of the effort required on their part and before the administration of the study. The pre-test was conducted for all the subjects on critical thinking. The duration of the experimental period was 16 weeks. After the experimental treatment, all 60 subjects were tested on critical thinking. This final test scores formed as post-test scores of the subjects. The pre-test and post-test scores were subjected to statistical analysis using dependent "t"-test and analysis of covariance to find out the significance among the mean differences. Whenever the "F" ratio for the adjusted test was found to be significant, Scheffe's *post hoc* test was used. In all cases, 0.05 level of significance was fixed to test hypotheses.

**RESULTS**

An examination of Table 1 indicated that the pre-test means of inverted yogic practices, brain fitness exercises, and combined training, and control groups were 59.33, 59.26, 58.86, and 58.66, respectively. The obtained F-ratio for the pre-test was 0.78, and the table F-ratio was 2.76. Hence, the pre-test means F-ratio was insignificant at 0.05 level of confidence for the degree of freedom 3 and 56. This proved that there was no significant difference between the experimental and control groups indicating that the process of randomization of the groups was perfect while assigning the subjects to groups.

The post-test means of the inverted yogic practices, brain fitness exercises, combined training, and control groups were 79.80, 80.20, 90.00, and 59.13, respectively. The obtained F-ratio for the post-test was 830.76, and the table F-ratio was 2.76. Hence, the pre-test means F-ratio was insignificant at 0.05 level of confidence for the degree of freedom 3 and 56. This proved that there was no significant difference between the experimental and control groups indicating that the process of randomization of the groups was perfect while assigning the subjects to groups.

The multiple comparisons showed in Table 2 proved that there existed significant differences between the adjusted means of inverted yogic practices group and combined training group (10.11), inverted yogic practices group and control group (1.53), and brain fitness exercises group and control group (0.78), and inverted yogic practices group and control group (0.78).

**Table 1:** Computation of ANCOVA of inverted yogic practices brain fitness exercises combined training and control groups on critical thinking

<table>
<thead>
<tr>
<th>Test</th>
<th>IYPG</th>
<th>BFEG</th>
<th>COTG</th>
<th>CG</th>
<th>Source of variance</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Means squares</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test means</td>
<td>59.33</td>
<td>59.26</td>
<td>58.86</td>
<td>58.66</td>
<td>BG</td>
<td>4.60</td>
<td>3</td>
<td>1.53</td>
<td>0.78</td>
</tr>
<tr>
<td>Post-test means</td>
<td>79.80</td>
<td>80.20</td>
<td>90.00</td>
<td>59.13</td>
<td>BG</td>
<td>7589.65</td>
<td>3</td>
<td>2529.88</td>
<td>830.76*</td>
</tr>
<tr>
<td>Adjusted post-test means</td>
<td>79.85</td>
<td>80.24</td>
<td>89.96</td>
<td>59.06</td>
<td>BG</td>
<td>7552.63</td>
<td>3</td>
<td>2517.54</td>
<td>831.87*</td>
</tr>
</tbody>
</table>

ANCOVA: Analysis of covariance; *Significant at 0.05 level

**Table 2:** The Scheffe's test for the differences between the adjusted post-test means on critical thinking

<table>
<thead>
<tr>
<th>Adjusted post-test means</th>
<th>Mean difference</th>
<th>Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>IYPG</td>
<td>79.85</td>
<td>80.24</td>
</tr>
<tr>
<td>BFEG</td>
<td>79.85</td>
<td>89.96</td>
</tr>
<tr>
<td>COTG</td>
<td>79.85</td>
<td>59.06</td>
</tr>
<tr>
<td>BG</td>
<td>79.85</td>
<td>59.06</td>
</tr>
<tr>
<td>CG</td>
<td>79.85</td>
<td>59.06</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level

Critical thinking should be not only educational but also rather an inextricable part of education.
(20.79), brain fitness exercises group and combined training group (9.72), brain fitness exercises group and control group (21.18), and combined training group and control group (30.90). There was no significant difference between the inverted yogic practices group and brain fitness exercises group (0.39), at 0.05 level of confidence with the confidence interval value of 1.82.

The pre, post, and adjusted means on critical thinking were presented through a bar diagram for a better understanding of the results of this study in Figure 1.

![Figure 1: Pre-post and adjusted post-test differences of inverted yogic practices brain fitness exercises combined training and control groups on critical thinking](image)

**CONCLUSION**

The combined training group had shown significant improvement in critical thinking than the inverted yoga practices, brain fitness exercises group, and control group.

**REFERENCES**


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