



Efficacy of Yoga Intervention for Promoting Life Satisfaction Among Test Anxious Students

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Abstract- Exploration of Life Satisfaction among the Students in general and impact of Yoga on it in particular in the contemporary scenario has witnessed a tremendous interest of the Scholars across the World. The present study was conducted on a preliminary sample of $n = 2000$ High School Students with 12 to 16 years of age who were administered Test Anxiety Scale to identify their High- and Low-Test Anxiety Level. A final sample of $n = 187$ Subjects was selected based on the Test Anxiety Scores from the aforesaid sample. There were 94 Subjects in the Experimental Group with 51 High Test Anxious Subjects (31 Boys + 20 Girls) and 43 Low Test Anxious Subjects (15 Boys + 28 Girls) and 93 in Control Group with 50 High Test Anxious Subjects (30 Boys + 20 Girls) and 43 Low Test Anxious Subjects (16 Boys + 27 Girls). These Subjects were given Satisfaction with Life Scale to assess their degree of Satisfaction. The Experimental Group was given Yoga Intervention Schedule as developed by Shirley Telles, Nilkamal Singh, Abhishek Kumar Bhardwaj, Ankur Kumar and Acharya Balkrishna in 2013. It includes Om Chanting, Meditation, Pranayamas (Yoga Breathing Techniques), Bandhas Mudras, Asanas (Physical Postures) and Yoga Relaxation Techniques, which were practiced 30 to 40 minutes every day for a month. The Control Group received no Yoga Intervention but was just engaged in general talks. The Subjects were again given the Satisfaction with Life Scale to assess their degree of Satisfaction. On the pre- and post-row data, a $2 \times 2 \times 2$ ANOVA Repeated Measure was performed. The results revealed that the main effect of Test Anxiety on the measure of Life Satisfaction was found $F(1, 183) = 3.907, p < .05$ as statistically significant wherein High-Test Anxious Subjects reported much Satisfaction with their Life (21.54) as compared to their Low-Test Anxious Subject counterparts (19.81). The main effect of Gender on the measure of Life Satisfaction was found $F(1, 183) = .001, p > .05$ as statistically non-significant. But, the main effect of Yoga Intervention was found $F(1, 183) = 36.814, p < .01$ as statistically significant wherein the Life Satisfaction in the High School Students in Experimental Group increased from 19.72 to 23.59 after Yoga Intervention and no significant difference was found in Control Group at Pre-Test Level (21.62) and Post-Test Level (21.55). In nutshell, High Test Anxious Subjects were much satisfied from their Life and Yoga Intervention proved equally effective for High- and Low-Test Anxious Students in promoting their Life Satisfaction.

Key Words: Test Anxiety, Life Satisfaction, Yoga Intervention, Yoga Schedule, Om Chanting, Meditation, Pranayamas, Bandhas, Mudras, Asanas

1. INTRODUCTION

In the present scenario, Stress and Anxiety has become a global problem. It has affected many people across the world and the most sufferers are the school, college and university students. Adolescence is the transition period from childhood into adulthood wherein significant biological, psychological, and cognitive developments take place. It has been described as a period of both opportunity and risk (Chow, 2005; Petersen & Leffert, 1995). As part of the psychosocial developmental, most young adult deal with existential issues, at some level, in their efforts to achieve integrity and coherence. It is considered as the most crucial and rapid stage of development (Hurlock, 1981).

The adolescence is confined to the time from the onset of puberty and the establishment of social

independence (Steinberg, 2014). Here, the person has “to grow” or “to grow to maturity” vis-a-vis mental, emotional and social maturity (Gerdes, 1981; Hurlock, 1975; Muus, 1962; Seltzer, 1981; Das, 2000). Often several concomitant problems accompany this phase including mental health problems like anxiety, aggression (Loeber, Wung, Keenan & Giroux, 1993); peer relationship problems and school dropout (Coie & Dodge, 1998; Parke & Slaby, 1983); social and academic ethos for other children in classrooms and schools as well as the community at large (Farrington, 1992).

Stress, anxiety, depression are commonly found among the Students in the contemporary scenario (Wani, Sankar, Rakshantha, Nivatha, Sowparnika, & Marak, 2016). The importance of test anxiety within the psychoeducational literature has been largely derived from its disruptive impact on achievement and test performance (von der Embse,



Jester, Roy & Post, 2018). According to Porwal and Kumar (2004) some sources of student's stress dealt with their academics, family, friends, and other social performances that was not able to be managed and well treated while handling it. Hence, academic stress adversely affects overall adjustment of students (Hussain, Kumar & Husain, 2008, 72). Anxiety is an unpleasant emotional state or conditions which is characterized by the subjective feeling of tension, apprehension, worry and arousal of autonomic nervous system (Spielberger, 1966).

The Test Anxiety has become the most important subject of study in modern time whose study began at Yale University in United States. In India Test Anxiety monograph appeared after 20 years in United States. Test refers to Anxiety eliciting situation which deals with training, learning and performance in widest sense. It deals with examination as an unpleasant feelings or emotional state that has both physiological and behavioral components. It reverberate innermost being that has received global attention in the present scenario. It denotes constellation of behavior that have debilitating effect upon academic performance. Literature on it is multifaceted inclusive of task irrelevant cognitive tendencies, heightened physiological arousal and inefficient study behavior (Spielberger, Anton & Bedell, 1976).

The Cognitive Theorists regard Test Anxiety as a multidimensional construct and focused on debilitating and facilitating Anxiety, Trait and State Anxiety and different Anxiety reactions (Cattell & Scheier, 1961; Libert & Morris, 1967; Spielberger, 1972). Test Anxiety can be defined as perceived threat to physiological, cognitive and emotional conditions that a person experiences in situation of being evaluated during academic life (Broman-Fulks, Berman, Martin, Marsic & Harris, 2009; Piji Kuciik, 2010). Sarason (1961) proposed that interfering Anxiety encounter in evaluative situation. It is likely a combination of heightened physiological activity and self-deprecating ruminations. It has two dimensions referred as emotionality and worry. The emotionality components refer to perceived somatic and autonomic reactions to examination stress (Liebert et al., 1967; Schwarzer, 1984b) whereas the worry component primarily with cognitive concerns about the consequences of failure (Liebert et al., 1967). Worry is the single largest component of Test Anxiety that affects performance (Sud, 2001; Sud & Prabha, 2004).

Test Anxiety can be a devastating problem for many school, college and university students, because it may impair their performance and wellbeing in the long run (Culler & Holahan, 1980; Rafiq, Ghazal & Farooqi, 2007), most powerful obstacle to learning in an educational setting (Enright, Baldo & Wykes, 2000). Lowe and colleagues (2008) have proposed a bio-psycho-social model of Test Anxiety that highlights three different processes involved in the expression of Test Anxiety, including the individual's

behavior, cognition, and physiology. The Anxiety in general and the Test Anxiety in particular may affect the life in general and their Life Satisfaction in particular.

Life satisfaction relates to a person's cognitive satisfaction or contentment with his/her quality of life (Aldridge et al. 2016; Hills et al. 2014; Suldo et al. 2008). Students are acclimatized to hold accountability for the future of a country (Saad, 2020). Over the last decade, there has been increased interest in measuring Life Satisfaction among the school children and adolescents as an indicator of broad well-being and happiness. Life Satisfaction is considered one of the basic components of psychological well-being. Studies have supported that Lower Levels of Life Satisfaction have been related to High Levels of Anxiety. Also, the constructs of assertiveness and empathy seem to be related with Life Satisfaction. Life Satisfaction has been defined as an individual's cognitive evaluation in regard to his or her life as a whole or in specific life domains, such as relationships, work environment, or Self (Diener, Suh, Lucas, & Smith, 1999). Life Satisfaction refers to a judgmental and cognitive process (Diener, Emmons, Larsen & Griffin 1985) in which people evaluates the quality of their life based on a series of criteria.

An optimal level of satisfaction is individually determined and depends on how one prioritizes success in terms of outcomes, such as relationships, achievement, income, or activities (Oishi, Diener, & Lucas, 2007). Research to till date, although conducted primarily with adults, supports the link between overall Life Satisfaction and longevity, health, general well-being, and other important outcomes (Diener & Chan, 2011). For example, Lyubomirsky, King and Diener (2005) found happiness to be positively correlated with better mental health, physical health, adaptive behavior, and success. Many have argued that Life Satisfaction also plays an important role in the lives of youth, contributing to child and adolescent success (Huebner, Suldo, Smith, & McKnight, 2004). Recent researches with children and adolescents parallel the adult research, demonstrating the importance of Life Satisfaction in the areas of social, behavioral, and psychological functioning. Some studies have examined Life Satisfaction specifically for students identified as having SEB problems (Griffin & Huebner, 2000; Sacks & Kern, 2008) with both consistent in finding Lower Life Satisfaction ratings on domains such as peer relationships, family, self, and environment compared with their peers without SEB problems.

Sacks et al. (2008) compared Life Satisfaction differences in middle and High schools students with and without "emotional and behavioral disorders" (EBD). Eighty-six students with EBD and 99 of their general education peers completed a quality of life survey. Results indicated adolescents with EBD were significantly less satisfied with their life quality in all



domains (i.e., general quality of life, self, relationships, and environment) compared with their peers. A few additional studies, including some on a larger scale, have been conducted although the participants were not exclusively students with SEB problems. For example, Adelman, Taylor, and Nelson (1989) compared Life Satisfaction among 468 typical School Students (8 to 19 year olds) and 47 students referred for mental health services (7 to 26 year olds). Participants completed a measure of dissatisfaction with life events, a depression inventory, and a clinical interview. Results indicated that students referred for mental health services reported significantly Lower Life Satisfaction compared with their typical peers. In another study, Huebner and Alderman (1993) administered a Life Satisfaction scale to 53 elementary and middle School Students, including 17 described as having an “emotional handicap” (EH). Their teachers also completed standardized behavioral checklists. Results indicated that students identified as EH reported Lower satisfaction with life compared with students without an EH. In addition, Higher teacher-reported externalizing ($r = -.30$, $p < .02$) and internalizing ($r = -.26$, $p < .03$) problems correlated with Lower student reports of global Life Satisfaction.

State and Kern (2017) evaluated Life Satisfaction among 553 High School Students with SEB problems and examined those ratings relative to their academic, mental health, and behavioral outcomes as well as demographic characteristics. Overall, students reported “medium” satisfaction with life, except in the School domain, which was rated least favorably. Higher Life Satisfaction reports significantly correlated with Lower Anxiety, depression, and behavior problems, as well as higher reading and math achievement. Differences were found based on gender and ethnicity, with female and Hispanic/Latino students reporting Lower satisfaction in certain life domains compared with their counterparts. Finally, self-reported Life Satisfaction showed variability across time.

There is growing interest in Intervention options for Life Satisfaction and Test Anxiety. Yoga is widely used in clinical, school, and community settings, but consolidated sources outlining its effectiveness in reducing Test Anxiety and Life Satisfaction are to be explored. Yoga is a powerful technique of controlling the body and the mind. It is a group of physical, mental, and spiritual practices. Yoga is the wealth of India that originated in ancient times but it has enjoyed a modern resurgence.

The Yoga is one of the great gifts of India to the world for promoting health and wellbeing including performance. It is derived from Sanskrit root “Yuj” that means to bind, join, attach and yoke to direct and concentrate ones attention to use and apply. Yog indicates both the end and well as the means. “It is way of life that is characterized by balance, health, harmony and bliss” (Nagendra & Nagarathna, 1977). In the

present study Asanas, Pranayams, Bandhas and Mudras as well as Kriyas and Meditation were used. Asanas are certain special pattern of posture that stabilizes the mind and body. Pranayams are the practices in the control of respiratory impulses which form one of the main channels of the flow of autonomic nerve. Bandhas and Mudras control certain semi voluntary and involuntary muscles in the body. Kriyas are performed for cleansing the body. Meditation involves mental practice from initial withdrawal of the senses to complete oblivion of the external environment.

Present study: The objective of the present study is to evaluate and assess the efficacy of Yoga Intervention on Life Satisfaction among the High and Low Test Anxious Students of Kullu and Mandi districts of Himachal Pradesh. The Test Anxiety among the High School Students has emerged as the burning issue that affect Life of the students in general and their Life Satisfaction in particular. It has affected students in various ways by exerting influence on their performance. So the present study intends to assess the Life Satisfaction among the High School Students of Dev Bhoomi Himachal Pradesh where Test Anxiety has opened its gate way by rocking the Life Satisfaction of the students.

2. METHOD

i) Study Areas: The study has been conducted in different Schools of Kullu and Mandi districts of Himachal Pradesh in India. The age range of the High School Students were 12 to 16 years. Himachal Pradesh is considered as Dev Bhoomi. Its capital Shimla is the important hill station and remained as the summer capital of Britishers before the independence. Here the snow peaked mountains and lush green forests maintain its bounty. People here are simple. But in modern time the modernity has affected the simplicity of the life. The people here have now become achievement oriented. The students also have zeal of competition. They have become very Test Anxious thereby; the Test Anxiety has affected the Life in general and Life Satisfaction of the students in various ways.

ii) Subjects: The study has been conducted on a preliminary sample of $n = 2000$ subjects out of which 187 Subjects were finally selected based on the Test Anxiety Scores. More appropriately, the Test Anxiety Inventory was given to the Subjects and High and Low Test Anxious Subjects were selected. These Subjects were given Satisfaction with Life Scale to assess their Satisfaction with the Life. There were 94 Subjects in Experimental Groups with 51 High Test Anxious Subjects (31 Boys + 20 Girls) and 43 Low Test Subjects (15 Boys + 28 Girls) and in Control Group there were 93 Subjects with 50 High Test Anxious Subjects



(30 Boys + 20 Girls) and 43 Low Test Anxious Subjects (16 Boys + 27 Girls). The description of the Measures is as follows:-

iii) **Measures:** Following measures were given to the Subjects. Test Anxiety Scale was given to categories the Subjects with Low and Test Anxiety whereas the Satisfaction with Life Scale was given to the Subjects who were High and Low in Anxiety. Finally, Yoga intervention was given to the students in the Experimental Group. Descriptions of both the measures are as follows:-

i) **Test Anxiety Inventory:** Test Anxiety Inventory was developed by Spielberger in 1980. It consists of 20 items. According to Chapell, Blanding, Silverstein, Takahashi, Newman, Gubi, and McCann (2005), the Test Anxiety Inventory is the most important and widely used instrument for the measurement of High school and college students' Test Anxiety. It is a self-report instrument consisting of 20 items. According to Spielberger, Gonzalez, Taylor, Algaze, and Anton (1978) "the development of TAI was based on Worry and Emotionality Subscales. It contains three subscales: Test Anxiety-Total (TAI-T), Test Anxiety-Worry (TAI-W), and Test Anxiety-Emotionality (TAI-E). Eight items of Test Anxiety Inventory measure the TAI-W, eight items measure TAI-E and the remaining four for measuring TAI-T". Test Anxiety Inventory is a 4-point Likert type scale and the students have to respond to the four options: (1) Almost Never, (2) Sometimes, (3) Often and (4) Almost Always. The reliability values of alpha coefficient for subscales of original version of Test Anxiety Inventory were $r = .96$ for TAI-T, $r = .91$ for TAI-W and $r = .91$ for TAI-E. The score ranges from minimum of 20 to the maximum of 80. Spielberger (1980) validated the instrument of Test Anxiety Inventory (TAI) on high school, college and graduate level students. According to Spielberger (1980), the value of alpha reliability coefficient was $r = .81$.

ii) **Satisfaction with Life Scale:** This five-question scale was invented by Diener et al. (1985) when studying 176 students of the University of Illinois. Diener et al. have reported a validity and reliability (Cronbach's alpha, $r = 0.89$) for this scale. In front of each question, a 5-Score Likert scale from totally agree (score 1) to totally disagree (score 5) was provided. This scale has been modified for use in Iran by Khayyer and Samani (2004), and evidence has shown that its validity and reliability are satisfactory. The questions of this

scale are designed so as to be congenial to the life of adolescents and adults.

iii) **Yoga Intervention:** Yoga Schedule was based on the program used by Shirley Telles, Nilkamal Singh, Abhishek Kumar Bhardwaj, Ankur Kumar and Acharya Balkrishna in 2013 (Telles et al., 2013) was followed in the Yoga workshop. It includes Om Chanting, Meditation, Pranayamas (Yoga Breathing Techniques), Bandhas, Mudras, Asanas (Physical Postures) and Yoga Relaxation Techniques. The Subjects were given Yoga Intervention for one months, during the school timing. The duration of Yoga session was 30 to 40 minutes per day. The Subjects were informed about the procedure and precautions that they have to keep in mind while performing Yoga.

iv) **Procedure:** The objective of the present study was to identify the Life Satisfaction among the High and Low Test Anxious subject one the one hand and on the other to provide Yoga Intervention to the students differing in Test Anxiety. The study has been conducted on the preliminary sample of $n = 2000$ Subjects. More appropriately, the Test Anxiety inventory was given to the Subjects and High and Low Test Anxious Subjects were selected. These Subjects were given Life Satisfaction Scale to assess their satisfaction with the Life. There were 94 Subjects in Experimental Groups with 51 High Test Anxious (31 Boys + 20 Girls) and 43 Low Test Subjects (15 Boys + 28 Girls) and 93 in Control Group with 50 High Test Anxious (30 Boys + 20 Girls) and 43 Low Test Anxious (16 Boys + 27 Girls). These Subjects were given Satisfaction with Life Scale at Pre-Test and Post-Test Level. These Subjects were given Yoga Intervention Schedule and Post-Test score was calculated, tabulated and analyzed as follows:-

3. RESULTS

The study has been conducted on 187 Subjects that comprises of 94 Subjects in the Experimental Group with 51 High Test Anxious (31 Boys + 20 Girls) and 43 Low Test Subjects (15 Boys + 28 Girls) and 93 in Control Group with 50 High Test Anxious (30 Boys + 20 Girls) and 43 Low Test Anxious (16 Boys + 27 Girls). These Subjects were given Satisfaction with Life Satisfaction. The obtained score of Experimental and Control Group at Pre-Test and Post-Test Level is as follows: -



Table 1.1: Average Score of High and Low Test Anxious High School Students of Himachal Pradesh on the Measure of Life Satisfaction.

Experimental Group							
Level of Test Anxiety	Pre-Test			Average	Post-Test		
	Gender wise Score		Average		Gender wise Score		Average
	Boys	Girls			Boys	Girls	
HTA	20.03	19.70	19.87	HTA	22.90	23.55	23.23
LTA	19.27	19.89	19.58	LTA	24.07	23.86	23.96
Average	19.65	19.80	19.72	Average	23.48	23.70	23.59
Control Group							
Level of Test Anxiety	Pre-Test			Average	Post-Test		
	Gender wise Score		Average		Gender wise Score		Average
	Boys	Girls			Boys	Girls	
HTA	22.97	23.45	23.21	HTA	22.90	23.35	23.13
LTA	20.56	19.52	20.04	LTA	20.31	19.63	19.97
Average	21.76	21.48	21.62	Average	21.61	21.55	21.55

Notations: HTA: High Test Anxiety and LTA: Low Test Anxiety

The average score of High Test Anxious Subjects in the Experimental Group was 19.87 that increased to 23.23 after Yoga Intervention. No significant difference was found in the Subjects in the Control Group, as the Score of High Test Anxious Students was 23.21 at Pre-Test Level and 23.13 at Post-Test Level. Here it is quite clear that the Yoga Intervention has proved effective in promoting the Life Satisfaction among High Mindful School Students. Similarly, the average score of Low Test Anxious Subjects in the Experimental Group was 19.58 that increased to 23.96. It again verifies the efficacy of Yoga Intervention for Low Test Anxious Subjects as well. But slight difference was found between Boys and Girls in their Life Satisfaction Score in the Experimental and the Control Group. In order to know the impact of Yoga Intervention $2 \times 2 \times 2$ ANOVA Repeated Measure was applied whose description is as follows:-

Table 1.2: A $2 \times 2 \times 2$ ANOVA Repeated Measure Performed on the measure of Satisfaction with Life among High and Low Test Anxious High School Students of Himachal Pradesh

Source	SS	df	MS	F	p
Between-Subjects Effects					
TA	186.114	1	186.114	3.907	<.05
G	.030	1	.030	.001	0.5
TA x G	8.125	1	8.125	.171	0.5
Error-I	8718.460	183	47.642		
Within Subject Effect					
Y	311.799	1	311.799	36.814	<.01
Y x TA	5.071	1	5.071	.599	0.5
Y x G	.586	1	.586	.069	0.5
Y x TA x G	1.766	1	1.766	.209	0.5
Error-II	1549.920	183	8.470		

Notations: TA= Test Anxiety; G= Gender and Y= Yoga Intervention

SS= Sum of Squares; df= Degree of Freedom; MS= Mean Square, F= Frequency, p= Significance

The main effect of Test Anxiety on measure of Life Satisfaction was found $F(1, 183) = 3.907, p < .05$ as statistically significant. The average score of High Test Anxious Subjects was 21.54 whereas of Low Test Anxious Subjects as 19.81. High Test Anxious Subjects were much satisfied from their Life as compared to their Low Test Anxious Subjects counterparts.

The main effect of Gender on the measure of Life Satisfaction was found $F(1, 183) = .001, p > .05$ as statistically non-significant. The average score of the Boys on the measure of Life Satisfaction was 20.70 whereas of Girls as 20.64. The Boys were slightly better in Life Satisfaction compared to the Girls. However, the difference was statistically non-significant.

The main effect of Yoga Intervention was found $F(1, 183) = 36.814, p < .01$ as statistically significant. The average score of High School Students before Yoga Intervention in the Experimental Group was 19.72 that increased to 23.59 after Intervention. It reflects the efficacy of Yoga Intervention in Experimental Group whereas non-significant difference was observed in the Control Group where there were not many changes in at Pre-Test Level (21.62) and Post-Test Level (21.55). Thus, we can say that Yoga Intervention has proved effective in promoting the Life Satisfaction among the High School Students.

The two-way interaction between Y x TA was found $F(1, 183) = .599, p > .05$, as statically non-significant. Similarly, the two-way interaction between Y x G was found $F(1, 183) = .069, p > .05$ as statically non-significant. The three-way interaction between Y x TA x G was found $F(1, 183) = .209, p > .05$ as statistically non-significant.

4. CONCLUSION

The present study was conducted on a preliminary sample of $n = 2000$ High School Students with 12 to 16 years of age who were given Test Anxiety Scale to assess their High and Low Test Anxiety Level. A final sample of $n = 187$ Subjects was selected. There were 94 Subjects in the Experimental Groups with 51 High Test Anxious Subjects (31 Boys + 20 Girls) and 43 Low Test Subjects (15 Boys + 28 Girls) and 93 in the Control Group with 50 High Test Anxious Subjects (30 Boys + 20 Girls) and 43 Low Test Anxious Subjects (16 Boys + 27 Girls). These Subjects were given Satisfaction with Life Scale to perform so as to know its degree. The Experimental Group was given Yoga Intervention Schedule as developed by Shirley Telles, Nilkamal Singh, Abhishek Kumar Bhardwaj, Ankur Kumar and Acharya Balkrishna in 2013. It includes Om Chanting, Meditation, Pranayamas (Yoga Breathing Techniques), Bandhas, Mudras, Asanas (Physical Postures) and Yoga Relaxation Techniques which were practiced 30 to 40 minutes per day for a month. The Control Group received no Yoga Intervention but were just engaged in general talks. A $2 \times 2 \times 2$ ANOVA Repeated Measure was performed. Results revealed that the main effect of Test Anxiety on measure of Life Satisfaction was found $F(1, 183) = 3.907, p < .05$ as statistically significant wherein High Test Anxious subject reported much Satisfaction with Life (21.54) as compared to their Low Test Anxious



Subject (19.81) counterparts. The main effect of Gender on the measure of Life Satisfaction was found $F(1, 183) = .001, p > .05$ as statistically non-significant. But, the main effect of Yoga Intervention was found $F(1, 183) = 36.814, p < .01$ as statistically significant wherein the Life Satisfaction among the High School Students in the Experimental Group increased from 19.72 to 23.59 after the Yoga Intervention in Experimental Group and no significant difference was found in the Control Group at Pre-Test (21.62) and Post-Test level (21.55). The two-way interaction between Y x TA was found $F(1, 183) = .599, p > .05$, as statically non-significant. Similarly, the two-way interaction between Y x G was found $F(1, 183) = .069, p > .05$ as statically non-significant. The three way interaction between Y x TA x G was found $F(1, 183) = .209, p > .05$ as statistically non-significant.

In nutshell, the study revealed that the High Test Anxious Subjects are much satisfied from their Life compared to the Low Test Anxious Subjects. Present time is an achievement oriented time wherein cut throat competition has abruptly increases in school, colleges and university. Now a days only those students get success in their academics who are much worried about their future and bothered much about their study. To normalize their Anxiety or Test Anxiety, the Yoga has further proved very effective and thereafter their Life Satisfaction. We can say that taking tension in the form of worry and emotionality seems to be relevant in this competitive world. But too much of Test Anxiety may cause poor performance and less Life Satisfaction. But moderately High-Test Anxiety may prove better Performance and Life Satisfaction that our study has proved effective. Need of the hour is to do our best with the need of time so as to achieve success in our life.

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