

Life Skill Education Among Postgraduate Students

Dr. Sanjukta Bhuyan¹, Dr. Venkateswar Meher², Dr. Dipanjali Sahu³, Sanjaya Kumar Sahu⁴

¹Assistant Prof., School of Education, GM University, Sambalpur, Odisha

²Faculty of Education, Anchal Degree College Padampur, Bargarh-768036, Odisha

³PGT in Education, Belpahar Higher Secondary School, Jharsuguda, Odisha

⁴Research Scholar, School of Education, GM University, Sambalpur, Odisha

ABSTRACT: This study aims to explain the awareness level and status related to life skill education among postgraduate students regarding their demography. To carry out the study, 339 postgraduate students, including boys and girls studying in Science, Arts and Commerce streams, were chosen from Western Odisha, India by using purposive sampling techniques and the life skills awareness scale, life skills education scale by Dr. Anjum Ahmad & Saba Parveen (2023) were used. Percentage, 't' test, one way 'ANOVA' and Post-hoc test was calculated using SPSS. Major findings demonstrated that students continuing PG course had a moderate level of awareness in life skills and status of life skills education. The result also denoted that difference found in the awareness level on life skills among postgraduate students was significant with regard to caste and stream of education whereas significant difference found in the status level life skills education in reference to stream of education. Science stream students performed better in awareness level of life skills and life skills education. Students belonging to general category exhibit better life skills education than ST students. This enquiry has implications for the policy makers, curriculum framer, teacher educators, parents and pupils. This investigation will be useful for the policy makers for incorporating life skills in curriculum at higher education institutions and also beneficial for teacher educators to arrange different types of training programs, seminars and intervention measures for the students at the institutional level.

KEYWORDS: Life Skills Education, Postgraduate students, Holistic development and Demography

INTRODUCTION

Twenty-first-century skills are vital for equipping postgraduate students in Odisha with the essential competencies needed to navigate personal and professional challenges effectively. (Janakiraman, 2018). By fostering critical thinking, communication, problem-solving, and emotional intelligence, such programs aim to enhance students' overall development and promote them for career preparation in an increasingly competitive environment. (Snyder & Snyder, 2008). Life skills enhance student's potentialities to promote resilience and adaptability in their life span (Kiswarday, 2012). Different educational policy emphasize the incorporation of life skills curricula in various grades of education for all-round development of individuals capable of facing real-world challenges. (Behrani, 2016)

Bandura (1977) proposed social learning theory, that the students pick up from their own experiences and from others, by observing and predicting consequences. In life skills, students establish their knowledge, believe and skills to be compatible around their surroundings. (Ouane, 2002). Life skills are the positive and adaptive behavior to encounter the needs and issues of ordinary life (WHO, 1997). It is a behavior development approach meant to address cognitive, affective and conative aspects of behavior (UNICEF, 1999). It helps to make critical thinking and take wise decision related to education and occupation. Psychological well-being can lead effective lives because life skills helps to face everyday life challenges (Yarham, 1919). Life skills assist to manage with stress, cope with emotions, resolve the conflicts, prevent antisocial behaviour among adolescence (Srivastava, 2015). Ten (10) fundamental life skills identified and laid down by WHO (1997). Life skills education fosters holistic development and prepares intellectuals to dissolve the challenges and careers in future (Hooda, 2023) (Kizhakkethalackal & Deepa, 2024). It promotes psychosocial competence and general well-being, enabling students to manage stress and emotions effectively (Razia, 2016). Literature claims that life skills education positively impacts academic achievement and mental health, making it a valuable addition to educational curricula (Hooda, 2023) (Kizhakkethalackal & Deepa, 2024). For

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postgraduate students, life skills such as stress management, empathy, and self-confidence are crucial for handling the demands of their field (Janakiraman, 2018). Life skills enhance employability and boost leadership qualities that are precondition for job market (Malathi, 2022). It bolsters student's confidence in both communication and cooperative and collaborative skills. It provides innovative approach and problem-solving behaviors (The Scientific World, 2019). Postgraduate students showed good relationships with others and better in communication skills. Science students were not ready to take leadership whereas Arts students were not ready to do risky task and are not interested in social activities (Das, 2015). College students showed a medium level of life skills. The girl's students studied in colleges are found better in life skills than boys counterpart. Students belonging to medical stream performed better in life skills than Arts, Science and Education students (Josephine, 2015).

Variations in Life Skills Education about Demography.

Gender responsiveness found in life skills. Studies show that women encounter barriers to skill development due to societal norms and stereotypes, which limit their participation in educational and vocational opportunities (Mohapatra & Mahapatra, 2016) (Arur & Delacahers, 2019). Programs specifically targeting girls, such as those in rural Uttar Pradesh, have shown positive outcomes in empowering them to challenge gender norms and improve their life prospects (Acharya et al, 2009). Despite these efforts, gender bias persists in educational expenditure, with boys receiving more investment in private schooling, which can affect the promotion of intellectual potentialities necessary for life skills education (Datta & Kingdon, 2021). The female college students exhibit better in life skills education than the male counterpart. (Josephine, 2015). Findings are contradictory in life skills with regards to gender.

Caste-based disparities significantly affect life skills education, with lower-caste individuals often having less access to quality education and skill development opportunities (Awasthi & Shrivastay, 2020) (Joshi et al, 2017). Digital skills have been shown to offer greater returns for individuals from Scheduled Castes and Tribes, suggesting that targeted interventions in digital literacy could help bridge caste-based educational gaps (Liu et al., 2024)

Locality in life skills education is evident, with rural areas often lacking the infrastructure and resources necessary for effective program implementation (Awasthi & Shoyastay, 2020). Programs in rural settings, such as those in Uttar Pradesh, have demonstrated the potential for life skills education to empower marginalized groups, but these initiatives require sustained support and adaptation to local contexts (Acharya et al, 2009).

Family type differences are found in the development of life skills. Adolescents in orphanages, for example, benefit significantly from life skills interventions that enhance coping strategies and emotional resilience (Sxatica & Harsa, 2024). The upbringing practices, social control process and ecological climate of different types of family affect the process of life skill-based education (A Systematic Narrative Review, 2022)

The types of educational stream contribute to the life skills education. Educational streams such as public health, psychology, and economic emphasize different aspects of life skills, such as health promotion in public health or decision-making in economics (Bansal & Kapur, 2022). Science students possess high mean score in life skills than Arts students. (Das, 2017). Medical students substantially improved in their life skills than Arts, Science, Engineering and Education students. (Joshphine et.al. 2015). In physical education, life skills abilities are imparted through different teaching traditions, which include sport-techniques and health education. These traditions influence the type of life skills emphasized, such as Teamwork and leadership in sports, and health awareness in health education (Lenzen, 2023). In Islamic education, life skills are intertwined with religious teachings, focusing on personal development and community life. This integration aims to develop students' abilities to lead a life aligned with Islamic values (Rohman, 2024).

So far as residence type is concerned, no literature is found on impact of residence in life skills education. Residential immersive life skills programs, particularly for youth with disabilities, provide an enriched environment for acquiring life skills. These programs offer realistic experiences of living away from home, fostering self-determination and self-efficacy (Kingsnorth et al., 2019)

From the reviews, it is observed that numerous studies has been showed in several counties in aboard and in India including different aspects such as significance, implication, status and challenges, but few no of study found to assess the awareness level of PG students and status of LSE at higher education level . Secondly, researches have been conducted in different states of India, but no such study found which was approved in the state of Odisha. Thirdly, researches conducted at different level of education including secondary, higher secondary, teacher education institution, the present investigation is intended to conduct at higher education level. Fourthly, researches have been conducted on CWSN, women, school children, teachers, whereas this study focused with PG students of colleges and universities those who are real consumer of 21st century skills.

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Objectives:

1. To examine the awareness levels of life skills among PG students.
2. To assess the distribution pattern of life skills education among postgraduate students.
3. To estimate the differences in the awareness level on life skill education concerning demography (Stream of Education, Locality, Gender, Family Types, Caste, Residence Type, Course Type & Semester).
4. To find out the significance of the difference in LSEs regarding demography.

Hypotheses:

1. There exists no significance of difference in the awareness level on life skills abilities in relation to all the demographic variables (Stream of Education, Locality, Gender, Family Types, Caste, Residence Type, Course Type & Semester).
2. There exists no significant difference in LSEs (life skill education) in regard to all the demographic variables (Stream of Education, Locality, Gender, Family Types, Caste, Residence Type, Course Type & Semester).

MATERIALS AND METHOD

The descriptive survey method was adopted to carry out the study. The population of the investigation consists of all the Post Graduate students of Western Odisha. The participants of this research comprised of 339 PG students selected from the Science, Arts and Commerce stream of different Universities and Colleges through purposive sampling techniques. Two tools are utilized for collection of primary data 1). Life Skills Awareness Scale- a self-developed life skills awareness scale having 10 items. .2) Life Skills Education(LSE) Scale- This scale was developed by Dr Anjum Ahmed and Saba Parveen (2023). This scale consists of 40 questions and 10 dimensions. The tool's reliability is 0.765 by Cronbach Alpha and 0.732 by split half method. The validity of the tool is 0.67. The investigator personally visited to the institutions and taking permission from the head of different schools in the Universities and Principals of the colleges and shared the Scale and collected data from the postgraduate students. Objective wise collected information were analysed by applying percentage, t test, one way ANOVA and Post Hoc with the help of SPSS

Analysis and Interpretations

Collected data were analyzed objectives-wise.

Objective-1. To examine the awareness levels of life skills among postgraduate students

Table- 1 Level of Awareness on Life Skills among PG students		
Awareness Level	Frequency	Percentage
Low	60	17.7
Moderate	229	67.6
High	50	14.7
Total	339	100.0

From table 1, it is inferred that a maximum of 67.6 % of students have a moderate level awareness whereas only 14.7% and 17.7% of students have high- & low-level awareness in life skills education respectively.

Table-2: Level of awareness with respect to Demographics

Demography	Types	N	Low		Moderate		High	
			N	%	N	%	N	%
Stream of education	Science	112	17	15.2	69	61.6	26	23.2
	Arts	143	23	16.1	105	73.4	15	10.5
	Commerce	84	20	23.8	55	65.5	9	10.7
Locality	Urban	121	17	14	81	66.9	23	19
	Semi urban	32	6	18.8	23	71.9	3	9.4
	Rural	186	37	19.9	125	67.2	24	12.9
Gender	Boys	89	18	20.2	59	66.3	12	13.5
	Girls	250	42	16.8	170	68	38	15.2
Family types	Joint	140	23	16.4	95	67.9	22	15.7

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	Nuclear	165	28	16.9	113	68.1	25	15.1
	Single parent	33	9	27.3	21	63.6	3	9.1
<i>Caste</i>	General	96	17	17.7	59	61.5	20	20.8
	OBC	135	26	19.3	92	68.1	17	12.6
	SC	52	6	11.5	38	73.1	8	15.4
	ST	56	11	19.6	40	71.6	5	8.9
<i>Residential types</i>	Hosteler	73	9	12.2	54	73	11	14.9
	Day scholar	85	18	21.2	59	69.4	8	9.4
	Private camber	158	31	19.6	99	62.7	28	17.7
	Others	22	2	9.1	17	77.3	3	13.6
<i>Course types</i>	General	250	45	17.9	170	67.7	36	14.3
	Professional	85	15	17.6	57	67.1	13	15.3
	Technical	3	-	-	2	66.7	1	33.3
<i>Semester</i>	1st	132	29	22	84	63.6	19	14.4
	2nd	90	16	17.8	64	71.1	10	11.1
	3rd	68	4	5.9	50	73.5	14	20.6
	4th	49	11	22.4	31	63.3	7	14.3

Table 2 shows that 73.4% Arts students have medium level of awareness in life skills. 71.9% students belonging to semi urban, 68% girls, 68.1% students from nuclear family, 73.1 % students of SC category, 77.3% of students staying other , 67.7% general course students and 73.5 % PG 3rd Sem students have maximum awareness level in their respective demography.

Objective-2 To find out the distribution pattern in life skills education among postgraduate students

Table-4: Level of Life Skills Education among PG students

Life Skills Education	Frequency	Percentage
Low	48	14.2
Moderate	249	73.5
High	42	12.4
Total	339	100

From Table 4, it is inferred that a maximum of 73.5 % of students have a moderate level of life skills whereas only 12.4% of students have a high level of Life Skills Education.

Table-3: Level of life skills education in relation to Demographics

Demography	Types	N	Low		Moderate		High	
			N	%	N	%	N	%
<i>Stream of education</i>	Science	112	10	8.9	83	74.1	19	17
	Arts	143	28	19.6	103	72	12	8.4
	Commerce	84	10	11.9	63	75	11	13.1
<i>Locality</i>	Urban	121	16	13.2	93	76.9	12	9.9
	Semi urban	32	6	18.8	23	71.9	3	9.4
	Rural	186	26	14	133	71.5	27	14.6
<i>Gender</i>	Boys	89	14	15.7	69	77.5	6	6.7
	Girls	250	34	13.6	180	72.	36	14.4

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<i>Family types</i>	Joint	140	12	8.6	113	80.7	15	10.7
	Nuclear	165	29	17.5	110	66.3	27	16.3
	Single parent	33	7	21.2	26	78.8	-	-
<i>Caste</i>	General	96	14	14.6	72	57	10	10.4
	OBC	135	20	14.8	92	68.1	23	17
	SC	52	8	15.4	39	75	5	9.6
	ST	56	6	10.7	46	82.1	4	7.1
<i>Residential types</i>	Hosteler	73	11	14.9	54	73	9	12.2
	Day scholar	85	11	12.9	64	75.3	10	11.8
	Private camber	158	24	15.2	115	72.8	19	12
	Others	22	2	9.1	16	72.7	4	18.2
<i>Course types</i>	General	250	33	13.1	186	74.1	32	12.7
	Professional	85	14	16.5	61	71.8	10	11.8
	Technical	3	1	33.3	2	66.7	-	-
<i>Semester</i>	1st	132	18	13.6	96	72.7	18	13.6
	2nd	90	11	12.2	71	78.9	8	8.9
	3rd	68	8	11.8	52	76.5	8	11.8
	4th	49	11	22.4	30	61.2	8	16.3

From Table 3, it is found that 75% commerce, 71.9% students belonging to semi urban, 77.5 % boys, 80.7% students from joint family, 82.1 % students of ST category, 75.3% day scholar students, 74.1% general course students and 78.59% PG 2nd Sem students have

maximum moderate level life skills education in their respective demography.

Objective-3. To estimate the differences in the awareness level on life skill education concerning demography (Stream of Education, Locality, Gender, Family Types, Caste, Residence Type, Course Type & Semester).

In order to calculate the awareness level in life skills with regards to all the demographic variables, 't' test was calculated for gender as it is of two fold classification. For other demography, one-way ANOVA was computed as variables contain more than two section. Thus, the results are provided in separate table.

Table-5 Variations in Awareness level on Life Skills with regards to Gender

Groups	N	Mean	SD	t value	Remarks
Boys	89	32.11	4.07	0.640	Non-Significant
Girls	250	32.43	4.06		

Table 5 exhibits that no significance of difference was found in awareness level in life skill in regard to gender as the computed t value of (0.064) is less than the table value (2.58) with df 337.

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Table -6: Summary of ANOVA in Awareness on Life Skills

Demography	Types	N	M	MSb	MSw	F value	Remarks
Stream of education	Science	112	33.34	78.025	16.14	4.834	Significant
	Arts	143	31.94				
	Commerce	84	31.76				
Locality	Urban	121	32.89	26.54	16.46	1.61	NS
	Semi urban	32	32.16				
	Rural	186	32.05				
Family types	Joint	140	32.46	20.01	16.486	1.214	NS
	Nuclear	165	32.48				
	Single parent	33	31.30				
Caste	General	96	33.34	60.90	16.108	3.78	Significant
	OBC	134	32.11				
	SC	52	32.48				
Residential types	ST	56	31.17				
	Hosteler	73	32.38	21.178	16.465	1.286	NS
	Day scholar	85	31.70				
	Private camber	158	32.53				
Course type	Others	22	33.36				
	General	250	32.33	8.204	16.56	0.496	NS
	Professional	85	32.36				
Semester	Technical	3	34.66				
	1st	132	31.95	45.48	16.44	1.55	NS
	2nd	90	32.42				
	3rd	68	33.23				
	4th	49	32.14				

The table no 6 indicates that no significant difference found in life skills with reference to locality, family types, residential types, course types and in semester whereas significant difference awareness level on life skills in regards to stream of education and caste system. Therefore, post h computed.

Table- 7: Post Hoc Test on variations in Awareness on Life skills on basis of Stream of Education

Stream	Stream	Mean Difference	Std. Error	Sig.	Remarks
Arts	Commerce	.18215	.55227	.942	NS
	Science	-1.37126*	.50820	.020	Significant
Commerce	Arts	-.18215	.55227	.942	NS
	Science	-1.55341*	.58098	.021	Significant
Science	Arts	1.37126*	.50820	.020	Significant
	Commerce	1.55341*	.58098	.021	Significant

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Table -7 refers that significance of difference exist between Arts and Science stream, between science and commerce stream. But there exists no significant difference in the mean score of awareness level on life skills between arts and commerce stream.

Table no- 6 shows that the F ratio for caste is 3.781, which is significant at 0.01 level. Therefore, there significant difference found in awareness level among General, OBC, SC and ST caste category students. To observe the differences among different caste Post -Hoc test was computed.

Table—8: Post Hoc Test on variations in Awareness on LSE on basis of caste

Caste	Caste	Mean Difference	Std. Error	Sig.	Remarks
General	OBC	1.26912	.53666	.086	NS
	SC	.86298	.69106	.596	NS
	ST	2.16518*	.67486	.008	Significant
OBC	General	-1.26912	.53666	.086	NS
	SC	-.40614	.65573	.926	NS
	ST	.89606	.63863	.498	NS
SC	General	-.86298	.69106	.596	NS
	OBC	.40614	.65573	.926	NS
	ST	1.30220	.77293	.333	NS
ST	General	-2.16518*	.67486	.008	Significant
	OBC	-.89606	.63863	.498	NS
	SC	-1.30220	.77293	.333	NS

Table 8 conveyed that variation exist only between General and ST category of PG students.

Objective- 4 To find out significance of difference in life skills education concerning demography (Stream of Education, Locality, Gender, Family Types, Caste, Residence Type, Course Type & Semester).

For the computation of LSEs in relation to all the demographic variables, 't' test was calculated for gender as it had two categories. For other demography, one way ANOVA was calculated. Thus, the results are provided in separate table.

Table-9: Variations in o Life Skills educations with regards to Gender

Gender	N	Mean	SD	t value	Remarks
Female	250	155.40	14.25	1.187	NS
Male	89	157.76	16.63		

From table 9, no significant variations found in LSEs in relation to gender among PG students.

Table-10: Summary of ANOVA in LSEs

Demogra- phy	Types	N	M	MSb	MSw	F value	Remarks
Stream of education	Science	112	160.26	1675.723	249.141	6.726	Significant
	Arts	143	153.51				
	Commerce	84	159				
Locality	Urban	121	158.16	111.37	258.08	0.432	NS

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	Semi urban	32	157.12				
	Rural	186	156.41				
<i>Family types</i>	Joint	140	157.82	328.98	257.18	1.279	NS
	Nuclear	165	157.32				
	Single parent	33	152.93				
<i>Caste</i>	General	96	157.76	426.801	256.088	1.67	NS
	OBC	134	158.61				
	SC	52	156.15				
	ST	56	153.21				
<i>Residential types</i>	Hosteler	73	156.01	316.452	257.079	1.231	NS
	Day scholar	85	158.76				
	Private camber	158	156.13				
	Others	22	161.77				
<i>Course type</i>	General	250	157.64	154.22	258.225	0.597	NS
	Professional	85	155				
	Technical	3	154				
<i>Semester</i>	1st	132	157.56	181.53	257.89	0.704	NS
	2nd	90	155.98				
	3rd	68	159				
	4th	49	155.31				

Table no 10 indicates that no variations found in LSEs in regards to locality, family types, caste, residential types, course types and semester wise whereas significant difference found in LSEs in regards to stream of education as the F ratio of 6.726 is significant at 0.01 level of significance.. Therefore, value of post hoc test was estimated followed by one-way ANOVA.

Table-11: Post Hoc Test results on variations in Life Skill Education on basis of stream of education

Stream	Stream	Mean Difference	Std. Error	Sig	Remarks
Arts	Commerce	-5.49*	2.17	.032	NS NS
	Science	-6.89	1.99	.002	
Commerce	Arts	5.49	2.17	.032	NS Significant
	Science	-1.39	2.28	.814	
Science	Arts	6.69	1.99	.002	NS Significant
	Commerce	1.39	2.28	.814	

The table no 11 inferred that variations found in LSEs between students of Commerce & Science stream and no variations found between Arts and Commerce, Science stream & Arts PG students.

FININGS AND DISCUSSION

1. The level of awareness in LS (Life Skills) among PG students was moderate in nature.

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2. The distribution pattern of LSEs level among PG students was medium.

3. There exists a significance of difference in awareness level of life skills among PG students in favor to stream of education. Significant alteration observed between Science & Arts students, Science & Commerce students whereas no significance of variation noticed between Arts & Commerce students in level of awareness in life skills.

4. Students belonging to the Science had high awareness level in life skills than the Arts & Commerce PG students. Arts students also secured a higher level of awareness in life skills than the PG students of Commerce counterparts.

5. Significance of variation observed in awareness level in life skills with favor to caste. Significant difference found only between General and ST category post graduate students whereas no significance of difference found between General and OBC, between General and SC, between OBC and SC, between OBC and ST, between SC and ST category of PG students.

6. The General category of PG students exhibit more awareness level in life skills than the Scheduled Tribes students.

7. There exists no significance of difference in awareness level in life skills with reference to gender, locality, family types, residence type, semester wise and course type.

8. There exists no significance of variations in life skill education with regards to gender, locality, family types, caste, residence types, semester wise and course types. Significant variation was found among students having different streams of education.

9. Difference noticed amongst the Science & Commerce students but no variation found between Arts & Commerce, Arts & Science PG students.

10. Science stream students performed better in education on life skills than the Scheduled Tribe PG students.

The result of the investigation that postgraduate students have medium level awareness in life skills (Janakiraman, 2018; Dey et al. , 2022;). This moderate level of awareness indicates that while students possess some understanding of essential life skills, there is space for improvement. This result indirectly signifies the extent of success in current educational programs for integrating life skills into the syllabus and highlights importance for targeted workshops or training sessions to enhance these competencies further. In addition to exploring the factors influencing this awareness—such as socioeconomic background, previous education, and access to resources, inculcate comprehensive support systems for postgraduate students. Identifying and addressing these factors will be crucial in designing interventions.

From the distribution pattern of life skill education it is noticed that PG students had moderate level of life skills education. (Janakiraman, 2018; Dey, 2022). It indicated that foundational skills are being taught, there remains a significant opportunity to enrich the curriculum and provide more robust training programs tailored to meet the diverse needs of these students.

There exists a significance of difference in the awareness level of life skills among postgraduate students with regard to stream of education. Significance of difference found in awareness of life skills between Science & Arts students (Das, 2015) , Science & Commerce stream students whereas no difference observed between Arts & Commerce students in level of awareness in life skills. (Josphine & Selvakumar, 2015; Rani & Singh, 2015; Choudhury & Rani, 2018;). These findings call attention to address the specific gaps in life skills education across different academic stream as NEP 2020 focused on development of 21st century regardless of their stream of education. In addition to, the incorporation of life skills education into postgraduate programs could benefit from a more interdisciplinary courses that fosters cooperation between various fields of study. To encourage the students having non-identical academic backgrounds, the higher education institution should arrange joint workshops and projects focused on essential competencies like critical thinking, teamwork, and effective communication, educational institutions can create a richer learning environment that reflects real-world dynamics. Such collaborative initiatives fix students for miscellaneous specialized landscapes where adaptability and interpersonal skills are paramount (Vemula , 2024). Additionally, leveraging technology to offer online resources and interactive platforms can further democratize access to life skills training, ensuring that all students—regardless of their socioeconomic background or geographical location—can develop these crucial abilities (Malathi, 2022). This holistic strategy empowers postgraduate students to face challenges of modern workplaces with confidence and competence.

Students from science stream had a higher awareness level in life skills in comparison to Arts and Commerce PG students whereas Arts students secured a higher level of awareness in life skills in compare to Commerce students. (Hui & Phang, 2015). This trend point out life skills programs essential for personal and professional development.

It is found that there exists a significance of difference in level of awareness in life skills concerning caste. A significant alteration was marked only between the General and ST category postgraduate students, whereas no variation was noticed amongst the General and OBC, between General and SC, between OBC and SC, between OBC and ST, and between SC and ST categories of PG students (Rani, 2020). It refers that required arbitration may be necessary to enhance life skills awareness among specific groups, particularly for those in the ST category, to promote inclusivity and equal access to essential skill development resources. This targeted approach could help bridge the gap in life skills awareness, all PG students have equal

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opportunities to thrive in both academic and professional field.

The General category of PG students exhibit a higher awareness level in LSs than the Scheduled Tribes students. (Pattanayak, 2013). This disparity pointed out the significance of LS to tackled real life problems by ST students, providing assistance as they navigate their academic journeys and prepare for future careers. This inventiveness not only boost the confidence and skills of ST students but also promote inclusivity within educational institutions, ensuring that diversity is celebrated and leveraged for collective growth.

There exists no significance of difference in level of awareness in life skills with reference to gender. This finding is contradictory with the findings of the researcher in the field of life skills education (Das, 2015; Josephine & Selvakumar, 2015; Choudhury & Rani, 2018; Anju & Sahoo , 2019)

There exists no significance of difference in level of awareness in life skills with reference to gender, locality, family types, residence type, semester wise and course type. (Asnamawati et al., 2015). These results accentuate the importance of universal access to life skills education irrespective of their social & cultural background. This tactic nurtures a more equitable learning environment among students with essential proficiencies that are decisive for holistic development in an increasingly complex world. No significance variation in LSEs noticed with regards to gender, locality, family types, caste, residence types, semester wise and course types. Only alteration found among students of diverse stream of education. (Prajapati et al., 2016). This indicates that while life skills education is universally beneficial, it has unique contribution to face challenges and opportunities within each field of study. Significance of discrepancy found between the Science & Commerce students and no alteration noticed between Arts & Commerce, Arts & Science PG students. Significant differences found among Arts, Science, and Commerce students, particularly in their approaches to learning and problem- solving. Study shows that Arts and Commerce students share similarities, the critical thinking and creativity fostered in Arts education can lead to distinct advantages in various fields. The analytical skills developed by Science students deviates them from Commerce counterparts signifies the understanding of these disciplines is necessary. Therefore, the perceived lack of difference between Arts and Commerce, and Arts and Science PG students may overlook the unique strengths and perspectives. Science stream students performed better in life skills than the arts and commerce students

EDUCATIONAL IMPLICATIONS

This inquiry has insinuation for the curriculum framer for incorporating life skills education in syllabi at higher education institutions & beneficial to arrange different types of training programs, seminars, and intervention measures designed for the learners at institutional level. The HEIs (Higher Educational Institutions) should integrate heuristic methods of teaching that inculcate new life skills along with educational, vocational and personal pursuits. Integration of theoretical knowledge with community service & internship, can reduce the mismatch between theory and practice, fitting out PG students through the skills they required to encounter diverse situations.

CONCLUSION

The findings reveal that in Odisha, post graduate students at higher education level exhibit moderate level of life skill education. Therefore, the HEIs have to integrate comprehensive life skill program into the curriculum for fostering their resilience and adaptability. Search integration equals them not only to develop with essential competencies but also promotes them to capable to thriving them in diverse environments. By prioritizing their life skills education higher education can make the proactive contributors of society who face the challenges and demands of ever evolving occupation market. This proactive approach assist post graduate students enhance they are employability skills and empower them to tackle real world problem with great confidence.

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