Study Of Review Of Life Skills And Executive Coaching In Education Sector

Nitin Rishi[1]*, Dr. Meena Tiwari[2]

[1]*Research Scholar, Faculty of Management and Commerce, SAM Global University, Bhopal,
rishinitin9@gmail.com
[2]Professor/Director, Faculty of Management and Commerce, SAM Global University, Bhopal
samcombhopal575@gmail.com

*Corresponding Author: - Nitin Rishi
*(Research Scholar) Faculty of Management and Commerce, SAM Global University, Bhopal,
rishinitin9@gmail.com

ABSTRACT
Research done because today's teenagers are exposed to a variety of lifestyles, diverse forms of media, and increased demands, education that focuses on life skills is necessary. the current situation is marked by an increase in violent and threatening behavior, as well as criminal activity and drug usage among the younger population. immediate action that can be taken to address this problem is for future generations to be better equipped with life skills. in general, teenagers seek to their friends, instructors, and/or parents and guardians for advice and guidance on a variety of day-to-day difficulties. with the help of this review, we want to come to a more in-depth comprehension of how beneficial education in life skills may be. in addition to this, it intends to highlight research priorities and gaps. the purpose of this work is to design an outline of life skill-based education based on a survey of 15 research publications and five government documents. this review is useful to administrators, policymakers, academics, and educators for the purpose of putting up an efficient program me for teaching life skills. the findings have the potential to serve as inputs for the development of long-term programmed that teach life skills in order to guarantee the transfer of information and abilities. a review of the relevant research indicates that providing school-aged children with an appropriate and timely intervention in life skills can assist them in developing the cognitive and social abilities necessary to lead a healthy life. it has the potential to improve a teen's overall sense of themselves.

Keywords: lifestyles, government, education, student

INTRODUCTION

Students get enlightenment and agency as a result of the process of education since it enables them to acquire the information and skills necessary to make positive changes in their lives. Students that get an education will have access to all of these resources and information. Young people may benefit from formal education in the sense that it helps them awaken dormant skills and interests by equipping them with information and abilities that are transportable. Life lessons learnt at school or college will have an influence on a person's growth from the first day of school to the final day of school and beyond. This impact will continue even after the person graduates from their educational institution. People will, throughout their whole lives, be required to cope with the strains and stressors that are an inevitable part of everyday life. This is something that cannot be avoided. Life skills are broken down into four distinct areas by the Pan American Health Organization (PAHO): social, cognitive, emotional, and interpersonal characteristics.

Emotional Intelligence

Regarding a certain individual, when. The investigation that Mayer and Salovey carried out in the year 1997. According to the definitions provided by Six Seconds and The Emotional Intelligence Network, "the capacity to combine thinking and feeling" is a necessary component of effective decision-making. It is characterized as being "the ability to combine thinking and feeling in order to make optimal decisions." Simply explained, emotional intelligence, often known as EI, is the capacity to perceive and accurately name one's own emotional states as well as the emotional states of other people, as well as the ability to apply this information to guide one's own mental processes and decisions. When we talk about emotional intelligence, or EI for short, we're referring to the capacity to identify and comprehend one's own feelings as well as those of other people. This includes the ability to read body language. When discussing a person's emotional intelligence, the initials "EI" are often spelled out in full. 6 Even if it's true that we all possess some degree of emotional intelligence, the vast majority of us don't make very good use of this skill in our daily lives. despite the fact that everyone of us has a certain amount of emotional intelligence.

Life Skills and Adolescence

Life skills are a person's innate abilities that may be developed further over the course of their lifetime and put to use in a variety of settings and contexts. The development of these life skills, however, achieves its pinnacle and is at its most crucial stage between the ages of infancy and puberty. During this time, it is essential for children to pay close attention to their environment. Since you will absolutely need these talents in the future, the best time to acquire them and hone them is right now. At this point in one's life, individuals have the chance to make some relatively small adjustments to their lives and further develop the skills they have previously obtained. The process of maturation results in apertures like this. As a person goes through childhood and adolescence, they pick up various life skills, which helps them grow and evolve in a variety of unique ways and at differing speeds. The areas of communication and autonomy are the ones in which one may be able to see these disparities most plainly. early children often model their behavior after that of prominent people in their lives, such as their parents and other members of the family as well as caretakers. This serves as a method for the early children to acquire skills that will be useful later in life. Children, in contrast to adults, do not contribute nearly as much to the growth of their own skills as adults do. On the other hand, adults do. At this point in one's life, the major settings in which one may put their abilities to use are with their immediate family and/or the educational community in which they are enrolled in some capacity. The twenties are a period of enormous potential for a person to make big progress in improving their essential life skills, and they should take advantage of these opportunities.

The cognitive development of the teenager has progressed to the point where it is now possible for him or her to evaluate a scenario, break it down into its component pieces, disagree with the recommendations of professionals, compile a set of skills, choose to act independently, and draw conclusions about how the skill may be used. Even if a teenager's cognitive skills are higher than those of younger children, their emotional reactions may often get in the way of their ability to evaluate situations critically. Even while the intellectual capacity of teenagers is likely to be far greater than that of younger children, this is nonetheless the case. The teenager is often oblivious to the idea that they are experiencing a heightened emotional state, despite the fact that they are required to cope with this situation.

OBJECTIVE OF THE STUDY

1. To obtain information on the amount of contentment experienced by college students who participated in a program that taught them life skills.
2. To investigate how it is put into practice at the college and the obstacles that it faces.

Development Of Life Skills

Because they are exposed to so many different lifestyles, forms of media, and expectations, teenagers in today's society need an education that places a strong emphasis on the development of life skills, as stated by Deepa Sikand Kauts (2022). There has been an increase in the number of juveniles who commit crimes, who use illegal drugs, who commit acts of violence and who threaten others. Immediate action that may be

taken to address this problem includes enhancing the capacity of future generations to acquire essential life skills. When faced with a variety of challenges, adolescents often seek advice and assistance from their contemporaries, instructors, and/or parents and guardians.

Through conducting this study, we want to get a more nuanced comprehension of the potential benefit that may be obtained via formal instruction in various living practices. In addition to that, it intends to determine the research requirements and gaps that exist. As soon as a literature evaluation has been completed, the project's aims will be expanded to include the building of a framework for the instruction of life skills. This review will draw from 15 academic publications and 5 official documents published by the government. This study gives evidence for what works in the subject of life skills education, which means that administrators, politicians, researchers, and educators might all benefit from looking at it. The findings might serve as a springboard for the development of programs with a more long-term emphasis on assisting individuals in better putting the knowledge and abilities they acquire to use in their everyday lives.

According to the findings of the research, providing an intervention in life skills that is both relevant and timely is one of the most successful ways to assist school-aged children gain the knowledge and social skills they need for a healthy lifestyle. This may be accomplished by providing an intervention in life skills that is both relevant and timely. This intervention places a focus on essential life skills as its primary goal. It is possible that the usage of this tool might help adolescents establish a more positive opinion of themselves.

Research on the state of scientific education in India

Veerappa (2018) was conducted in order to evaluate the state of scientific education in India at the current moment. This study also investigated the evolving patterns based on observations made in the United States and the occurrences in scientific education at all levels, ranging from elementary school all the way up to graduate school. It has been noticed that the educational system in India does not have sufficient numbers of trained science professors, sufficient numbers of science laboratories, or efficient means of transferring scientific information to its students. The authors of the research discovered that herbarium designs, lecture demonstrations, and essay-style questions were the most successful techniques for measuring and increasing students' grasp of scientific topics. Researchers have speculated that a concept-based or integrated approach would be advantageous in remaking the scientific education system in India, and they believe that this would be the case.

Sharma (2019) explored the possibilities for developing and improving the STEM education offered in the state of Bihar in India. The primary purpose of the research was to investigate the degree to which the state of Bihar has lived up to its commitment to provide all pupils a strong foundation in the scientific and physical disciplines. In order to assemble the findings of this research, we utilized data that was obtained from a total of thirty different institutions, which included ten elementary schools, ten secondary schools, and the State Council for Educational Research and Training. We used a carefully constructed interview schedule to conduct interviews with a total of 15 science education professionals who worked in elementary teacher preparation programs and 5 science education professionals who worked in secondary teacher preparation programs.

During this whole period of time, the investigation was conducted. Reconstructing the educational system in such a way that it would conform to the 10+2+3 model was one of the primary focuses of the administration of the state. As a result of this, there have been advancements made in areas like as the training of teachers and the materials used in classrooms, such as textbooks. It was brought to everyone's attention that despite the amount of time spent on scientific education had greatly grown over the prior decade, the administrative structures and procedures had not changed at all. This was a point that was brought up often. As a consequence of this, there was an urgent need to immediately modernize and enhance the administration of scientific education in order to cope with current concerns.

In addition, it became obvious that there was an urgent need to investigate how contemporary, cutting-edge methods and technology for scientific education, such as those employed in industrialized nations, would enhance the quality of teaching and the results for students. This requirement became evident when it became clear that there was an immediate need to investigate how contemporary, cutting-edge methods and technologies for scientific education.

Barman (2013) the origins and early growth of modern science in the years leading up to the nation's declaration of independence. It was agreed that a historical survey would be the best method to utilize. As a

direct result of the British colonial rule over India, a great number of significant scientific advancements and discoveries were made in that country during that time period. To begin, the purported goal was to advance British science in order to better serve the requirements of colonial authority. The growth of modern science may be traced back to the contributions made by the British during the nineteenth and twentieth centuries. In contrast to what was place in Europe, the development of modern science was virtually stifled in India throughout this time period. Under British control, the vast majority of people have not been able to read or write to this day, and they did not have access to the benefits of modern science. Many individuals are still under the impression that the scientific method is an alien concept that was imposed from another realm. A confluence of ideological and social limitations stymied the expansion of scientific knowledge in India.

Desai (2016) Their investigation was named "A Critical Study of Science Teaching Programme at Middle School level in Karnataka State." The group started out with the goal of gaining a deeper understanding of a broad range of topics connected to scientific education. There are a variety of topics that could be discussed, including the following: how well students perform on standardized tests; whether or not teachers have the appropriate credentials; whether or not students are learning the material; how much time teachers spend grading; whether or not students participate in extracurricular activities; whether or not students are competent in hands-on science activities; and whether or not teachers are satisfied with the results. After conducting surveys with members of the faculty and administration, the researcher compiled the responses they collected. Seventy-six percent or more of those who were polled believed that schools lacked science clubs and laboratories; that teachers' experiments were helpful to the education of students; that there was no assistance from higher authorities to improve facilities; that teachers lacked the training that was necessary to effectively instruct using laboratories; and that the scientific data that was presented in the schools was inaccurate.

Studies on teaching of science by different strategies

Kamalanatha, K. R. S., 2018. The primary purpose of the research was to determine whether of two distinct teaching approaches—the conventional (or "traditional") technique, on the one hand, or the problem-solving method, on the other—was superior in terms of assisting students in learning new information and remembering abilities they had previously acquired. A total of thirty-two pupils from the tenth grade were included in the sample. The system's capacity for heat management was put under the microscope. The sixty questions that are included in the pretest were prepared after the course teachers and many other subject matter specialists were consulted. The examination was given to all 32 students at the same time, at the same location, and with the same corresponding materials. Following an analysis of how well each student did on the last assignment, the class was split into two groups of sixteen. The next step was to delegate specific responsibilities to each of these groups. The first group of individuals served as the "experimental" set, while the second group of people served as the "control" group.

Muddu (2018) undertook research in which she analyzed and contrasted the effectiveness of traditional methods of instruction in the biological sciences with those using film and other forms of media. Film is the most effective media for cutting through the noise and getting to the core of a problem because it is so pervasive, popular, crisp, and polished. Film also has the greatest power. Film provides the tools for reproducing visual experiences, and the use of films that are both effective and relevant leads in the acquisition of information that is both more quickly and more permanently retained. The purpose of the study was to find an answer to the issue of whether or not it is possible for individuals to be misled into believing that they are seeing anything different than what is really in front of their eyes at any given moment. This study was an experiment, and both the test group and the control group were subjected to a variety of examinations both before and after the intervention. The research sample for this study consisted of sixty children and teens, all of whom were in the age range of 12 to 14.

Jha (2019) carried out a controlled experiment to examine and contrast a variety of approaches that might be used while teaching biology in secondary schools. The purpose of the experiment was to evaluate the efficacy of several approaches of teaching biology and to decide which approach was superior than the others. The experiment was carried out by sixty girls from the Bankipur Government Girls' High School in Patna. All of these students are in the tenth grade. These kids did not get picked at random; there were a total of one hundred people enrolled for the class, and these individuals were chosen to represent the

whole group. Once again, the students, who numbered a total of sixty, were split at random among the three different classes. The first group served as the demonstration group, while groups two and three were responsible for carrying out the exercises. After finishing up with the pre-test administration, the investigator proceeded to provide each group with specific instructions to follow. The whole of the day's instruction was only delivered to a single class. During the first meeting, we discussed a number of strategies that may assist in preventing everyone from being too fatigued. After the first experiment had been completed, a second test was administered to the participants. An analysis of covariance, also known as an ANCOVA, was carried out in order to evaluate the links between the variables. A paired t test was carried out in order to go even further into the differences between the two groups. The most significant conclusion of the research was that there is a wealth of evidence supporting the practice of using interactive strategies when teaching science. The discovery turned out to be the most important one. Acquiring scientific information, putting that knowledge to productive use, and enhancing one's scientific skill were all aspects that were within the purview of this category.

Exemmal (2020) research was done to determine the most effective strategies for increasing the teaching of botany to students of varying ages and backgrounds by relying on a wide array of materials from both the natural and cultural worlds. The primary objectives of the research were to (1) develop environmental and ethnic resource-based models for teaching botany; (2) test the efficacy of the models by comparing the achievement in botany of the treatment groups; (3) investigate the effect that an environmental approach has on students' attitudes toward schooling; and (4) examine the effectiveness of an environmental approach versus a formal approach in achieving specific learning outcomes. The achievement of these objectives was going to be evaluated according to how well each treatment group completed the botany test. The investigation focused mostly on a middle school in the United Kingdom. Basu (2021) Investigate the results of introducing materials that are encoded with multimedia into the teaching of physics. The primary purpose of the research was to investigate the efficacy of multimedia-based training in comparison to other, more traditional forms of instruction in terms of increasing levels of both performance and retention. The sample consisted of a total of four hundred students that were enrolled in the ninth grade. When analysts compared the various strategic approaches to the criteria that determine success on a global scale, a wide gulf grew up between the two groups of strategies.

Importance Of Life Skill Education

The are a set of abilities that are vital in day-to-day living and may be gained either officially in an educational setting or by direct experience. They are also frequently referred to as psychosocial competence. There are some life skills that everyone should have, and they may be acquired by following any route. Both of these approaches have a chance of leading to effective development of life skills. Having a higher quality of life is a direct result of a person's better capacity to manage the difficulties and issues they face on a day-to-day basis, both of which are made easier by the acquisition of life skills. A person may enhance their ability to handle these challenges and problems by learning new life skills. This is due to the fact that those who are more equipped to deal with the obstacles that are presented in day-to-day life are more effective at doing so. A person's life skills are a collection of introspective and interpersonal talents that allow them to engage with the people and the community around them with self-assurance, efficiency, and independence. These abilities allow a person to interact with the people and the community around them.

These characteristics may either be classified as intrinsic, which means they are innate to the individual, or interpersonal, which means they are essential for connecting with other people. They are beneficial in resolving issues that arise in a person's personal, social, and sexual lives; they play a crucial role in the whole of a person's life; and they are necessary in the process of making significant decisions. They have a significant bearing on a person's growth and the increase of that person's capacity to connect successfully with others.

People who have developed their life skills to a high level are in a better position to assist others, to avoid getting into difficulty, and to solve difficulties when they do occur. One of the possible benefits of having life skills is the ability to avoid dangerous situations. Life skills consist of the talents to interact with other people, develop connections, think analytically, overcome problems, act independently, think creatively, and accept responsibility for both oneself and society. Kumar (2021) to investigate the degree to which the

efficacy of three diverse approaches to teaching science may be compared to one another. The ones that were employed were the exposition approach, the computer-assisted instructional method, in addition to a strategy based on multimedia components. The primary objectives of the research were to determine which of the three training approaches was the most effective and to zero in on the technique that resulted in the highest retention rates among the participants. In order to accomplish the goals of this research, a 32-factorial arrangement was used.

CONCLUSION

The training of fundamental life skills should not be absent in any of the world's educational institutions, nor should it be neglected. Nevertheless, in Indian educational institutions, life skills education is not yet completely implemented, nor is it acknowledged as an essential component of the overall educational experience. at schools that offer secondary and postsecondary education may discover that this goes a long way toward molding their students' conduct in a way that is more constructive. If a person is provided with life skill training via the inculcation of life skill education, then they will be helped in overcoming the difficulties that they are now encountering as well as the barriers that they are anticipated to meet in their future life. This applies to both the problems that they are currently facing as well as the hurdles that they are expected to face in their future life. Education in life skills may be the solution to all of society's issues since it enables people to function more effectively in their day-to-day lives and to deal with challenges with a greater sense of self-assurance. In today's society, education in various life skills is very important, and it should be a required component of the curriculum at every single school. The exposure that individuals have to this kind of curriculum may drive them to make beneficial adjustments to their lifestyle, build more meaningful connections, and increase their overall well-being. Education in life skills enables individuals to better withstand the influence of their peers.

REFERENCES

1. Gerami, sima & ahmadi, sahar & safat, mohamad & farsi, fatemeh. (2015). Life skills training and its effectiveness: a systematic review. Mediterranean journal of social sciences. 6. 10.5901/mjss.2015.v6n2s1p385.
2. Kauts, deepa & saini, jaspreet. (2022). Life skill based education: a systematic narrative review. Mier journal of educational studies trends and practices. 203-218. 10.52634/mier/2022/v12/i2/2261.
3. Prajapati, ravindra & sharma, bosky & sharma, dharmendra. (2016). Significance of life skills education. Contemporary issues in education research (cier). 10. 1. 10.19030/cier.v10i1.9875.
4. Esmaeilinasab, maryam & davoud, malek & ghiasvand, zahra & somayeh, bahrami. (2011). Effectiveness of life skills training on increasing self-esteem of high school students. Procedia - social and behavioral sciences. 30. 1043-1047. 10.1016/j.sbspro.2011.10.203.
5. Gerami, sima & ahmadi, sahar & safat, mohamad & farsi, fatemeh. (2015). Life skills training and its effectiveness: a systematic review. Mediterranean journal of social sciences. 6. 10.5901/mjss.2015.v6n2s1p385.
6. Thirunavukkarasu, somasundaram. (2019). Effectiveness of life skill training (education) program: a study with reference to management students at bangalore.
7. haji, Tahereh & Mohammadkhani, Shahram & Hahtami, Mohammad. (2011). The Effectiveness of Life Skills Training on Happiness, Quality of Life and Emotion Regulation. Procedia - Social and Behavioral Sciences. 30. 407–411. 10.1016/j.sbspro.2011.10.080.
8. Dey, Sanjay & Patra, Amita & Giri, Dr. Dillip & Varghese, Liji & Idiculla, Daies. (2022). The Status of Life Skill Education in Secondary Schools -An Evaluative Study. 12. 76-88.
9. Kaur, Jagpreet & Joshith, V P. (2021). A life skills intervention for school-going adolescents in India. Sri Lanka Journal of Psychiatry. 12. 22. 10.4038/sljpsyc.v12i2.8301. Murphy-Graham, Erin & Cohen, Alison. (2022). Life Skills Education for Youth in Developing Countries: What Are They and Why Do They Matter?. 10.1007/978-3-030-85214-6_2.
10. Abrahams, L., Pancorbo, G., Primi, Philip (2016) Social-emotional Skill Assessment in Children and Adolescents: Advances and Challenges in Personality, Clinical, and Educational Contexts. Psychol. Assess. 31 (4), 460–473.

11. Vashistha (2016) Longitudinal Effects of the European Smoking Prevention Framework Approach (ESFA) Project in Spanish Adolescents. Eur. J. Public Health 18 (5), 491–497. doi:10.1093/eurpub/ckn050

12. Mythili (2018) Review of the Theoretical Frameworks for the Study of Child Development within Public Health and Epidemiology. J. Epidemiol. Community Health 64 (5), 388–393. doi:10.1136/jech.2008.084046

13. Paltasingh (2018) Social Cognitive Theory: An Agentic Perspective. Asian J. Soc. Psychol. 2, 21–41. doi:10.1111/1467-839X.00024

14. Chatrath (2018) Social Cognitive Theory: An Agentic Perspective. Annu. Rev. Psychol. 52, 1–26. doi:10.1146/annurev.psych.52.1.1

15. Devi (2018) "The Bioecological Model of Human Development," in Handbook of Child Psychology. Volume I. Theoretical Models of Human Development. Editors W. Damon and R. M. Lerner. 6th ed. (Hoboken, NJ: Wiley), 793–828.

16. Gower et al (2013) Meta-Analyse zur Wirksamkeit deutscher suchtpraeventiver Lebenskompetenzprogramme. Kindheit und Entwicklung 25 (3), 175–188. doi:10.1026/0942-5403/a000202

17. Botvin (2020) "Psychosocial Skills: Essential Components of Development and Achievement in K-12," in Psychosocial Skills and School Systems in the 21st century: Theory, Research, and Practice. Editors A. Lipnevich, F. Preckel, and R. Roberts (New York, NY: Springer International Publishing), 3–27. doi:10.1007/978-3-319-28606-8_1 p

18. Botvin and Baker et al (2014) Project ALERT's Effects on Adolescents' Prodrug Beliefs: A Replication and Extension Study. Health Educ. Behav. 37 (3), 357–376. doi:10.1177/ 1090198109353283

19. Bharath & Kumar (2020) Implementation Matters: A Review of Research on the Influence of Implementation on Program Outcomes and the Factors Affecting Implementation. Am. J. Community Psychol. 41 (3-4), 327–350. doi:10.1007/s10464-008-9165-0

20. Prasad & Nagpal (2020) The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child. Develop. 82 (1), 405–432. doi:10.1111/j.1467-8624.2010.01564.x