

# SKILLS DEVELOPMENT FOR MOTIVATION AND ENVIRONMENT BUILDING

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## ABSTRACT

*Every individual, irrespective of caste, creed, race, religion, gender, occupation and socio-economic background possess some kinds of skills. The development of skills may take place through acquisition of education and training, learning and experience. It is important that every individual should make use of his or her skills and abilities to promote welfare of the family, community and the entire nation. The main purpose of this research paper is to understand skills development for motivation and environment building. How the individuals are required to make use of their skills for the well-being of the community and environment. The areas that have been taken into account include, holistic approach to skills development, skills development and motivation for staff, skills development and motivation for students, supporting innovation and creativity in young people in ways relevant to employability, skills development for environment building, and purposes of skills development for motivation and environment building.*

**Keywords:** Skills Development, Motivation, Environment Building, Communication, Individuals

## INTRODUCTION

When individuals are dedicated towards the development of skills, their main aim is to motivate others and work towards environment building. Skills are required to get developed for learning, life and work opportunities. These skills contribute in the growth and development of the individuals and the community. Individuals are enthusiastic and motivated about the programme and levels of accomplishment are high. Main benefits include, experiencing university with a viewpoint of post school destinations, gaining confidence, learning academic research skills, an opportunity to develop skills in communication, presentation, enterprise, entrepreneurship, employability and meeting new people. It provides a pertinent framework for developing skills across the course syllabus, finding out about various career paths, helping to reinforce and confirm the selection of the programs, opportunities to gain work experience through industry visits and learning from experts in the related field (Curriculum for Excellence, 2009).

The skills for learning, work and life include personal learning skills, which make the individuals to become strong and effective lifelong learners. When focusing upon skill development for motivation and environment building, the five core skills, which individuals are required to take into consideration include, communication, numeracy, problem solving, information technology and working with others. Vocational skills are the ones that are

particular to an occupation or sector. The individuals belonging to all age groups are required to be flexible and adaptable, with the capability to continue developing new skills, which they will need for the speedily changing challenges of life, learning and work in the present world. The skills for learning, life and work are present in all individuals, provided, they have to make use of them in a positive manner. They are skills that can be developed by all learners, whenever and wherever they are learning (Curriculum for Excellence, 2009). When an individual makes use of his skills in an operative manner, then he can lead to motivation and environment building.

## **HOLISTIC APPROACH TO SKILLS DEVELOPMENT**

The holistic approach to skills development encompasses the following features: (A Skilled Workforce, 2010).

**Competencies** – The meaning of the term, competencies means capabilities, proficiencies, experiences, qualities and know-how that individuals need to possess throughout their lives. These are fundamental in order to live a standard and a principled life. Continuous and unified pathways of learning, beginning with pre-school and primary education that sufficiently prepares individuals to get enrolled in higher educational institutions and acquire vocational training. Upon completion of higher education and vocational training, it is essential to go on to make provision of career guidance, labour market information and counselling. As young women and men move into the labour market, and providing the workers and entrepreneurs opportunities for incessant learning to promote their competencies and learn new skills throughout their lives.

**Development of Core Skills** –The core skills that individuals are required to learn include the skills of reading, writing, numeracy, communication, problem solving, team-work and learning abilities. These skills are also termed as the basic skills, which individuals are required to possess from the initial stage. These skills along with the awareness of worker's rights and an understanding of entrepreneurship, are not connected to the performance in specific occupations, but form the building blocks for lifelong learning and adaptableness to change. The core skills may undergo changes and transformations, when any kinds of changes take place within the lives of the individuals. For instance, when a person is engaged in jobs, they need to be professional in their communication processes.

**Development of Higher Level Skills** –The higher level skills constitute professional, technical and human resource skills. Professional skills are referred to being specialized, proficient, qualified, trained and practiced in a particular area. An individual develops professional skills normally in their area of interest. Technical skills are referred to as skills relating to the use of technology. These are practical, methodical, procedural and nominal skills. Human resource skills are referred to the skills that would lead to efficient development of human resources. Human resources are required to be professional, competent, diligent and resourceful in the implementation of their tasks and functions. They

should possess thorough knowledge and information of the job duties that they are supposed to perform within the organizations.

**Portability of Skills** – Portability of skills are based upon core skills, so that workers can apply their existing knowledge and experience to new occupations or industries, and second on the systems that organize, classify, regulate, assess and certify skills, so that levels of competence can be effortlessly recognized by the social partners in different labour sectors acrossnational, regional or international labour markets. The skills are meant to be utilized in an effective manner in various areas and should prove to be advantageous to the individuals. The individuals need to understand that skills they possess should be utilized for the generation of welfare, safety and prosperity.

**Employability** –Employability is concerned with two aspects of employment, i.e. wage employment and self-employment. These results from all the factors, a base comprised of core skills, access to education, availability to training opportunities, motivation, ability to take advantage of the opportunities for continuous learning and support in doing so, and recognition of acquired skills. Employment of the individuals is regarded as the primary area, in which they are meant to make use of their skills and abilities. For instance, whether a person is a teacher, lawyer, researcher, doctor and so forth. In their respective fields, they are required to make use of their skills and abilities for the welfare of the community.

## **SKILLS DEVELOPMENT AND MOTIVATION FOR STAFF**

The staff are referred to the workforce, employed in organizations, offices and educational institutions. Their main job duties are centred upon administrative, managerial, clerical, and technical functions. They are required to develop their skills and abilities for motivation and environment building. The main areas that are vital to be taken into consideration to motivate and develop the staff have been stated as follows: (Developing/Enhancing Staff Skills and Motivation, n.d.).

**Enhancing Staff Training and Development** – Training is the planned process by which the staff are equipped to carry out their existing tasks. The training programs are concerned with providing complete knowledge and information to the workforce regarding the performance of job duties, history of the organization, goals and objectives, departments, personnel, resources and other areas that they need to be aware of. Development is the means by which they are prepared for forthcoming roles, for increased or wider responsibilities, and to develop their potential within the organisation. Training and development are the means towards ends, not ends in themselves. Training and development plans must emerge from the needs of the business and be measured by the improved business performance, which individuals have to work together to accomplish. Staff training and development are stated as the important processes that are central to performance improvement strategies. When improvements take place in the business and operations, then skills development and training processes are also required to undergo transformations.

Career Management - Career management strategies have the main objective to create a path for proficient staff members through the public service, enabling them to occupy positions, which they will find sustaining and in which they will contribute significantly in meeting business objectives. In principle, successful career management combines personal satisfaction with sequence planning for positions, ensuring that those positions will be filled by people able to generate the desired outcome. Career management strategies make provision of a path for the individuals to achieve their career goals. In order to achieve the desired goals and objectives and work towards the sustenance of the living conditions, it is essential to possess the qualities of diligence, conscientiousness, resourcefulness and creativity. The development of career management strategies assumed that there is the capability for career planning within the public service, flexible alternatives to lifelong permanent employment are available, including, short-term contracts, secondments, and career breaks and that expectations can be managed. Few public or private sector organisations activate a fully developed, all-inclusive career management strategy, but where aspects are in place, they depend on a strong culture of practicality, and on unambiguous and well publicised policy statements on management support for career development.

Performance Appraisal –Performance appraisal is a system by which an individual is guided towards making an effective contribution towards the work of public service. Performance appraisal system receives one or more of the following, relate individual performance to organizational goals, test competence and contribute towards the climate of open discussion to public service. The performance appraisal methods are primarily focused upon evaluating the work duties of the employees. The performance appraisal systems relate individual's performance to organizational goals, test competence, contribute towards the climate of open discussion by the public service, and it contributes in making improvements in the performance of the individuals by identifying the flaws and inconsistencies. The four stages of the performance appraisal systems include, developing the work plan, progress review, annual performance review and decision making.

Relating Awards to Performance –When employees within the organizations or students in schools, colleges and in universities perform to their best abilities, then they are awarded. The awards may be in the form of incentives, bonuses, certificates, trophies and so forth. The giving of awards are regarded as appreciations, which the individuals have to obtain through their effective performance. The awards are considered significant in motivating the individuals. When a person receives an award, as a result of efficient performance, and his supervisors, managers and employers are pleased and satisfied with him, then he becomes more motivated to do well in future. Awards stimulate the mind-sets of the employees. Individuals require recognition for their achievement, and this is apparent that when they put in hard work and dedication, they would like their work to get recognized. This is essential to maintain their motivation and building of the environmental conditions in making use of advanced techniques and methods.

Developing a Public Service Code of Conduct - A public service code of conduct provides supervision and management on required behaviour within the service and prescribes

required principles of truthfulness, reliability and professional conduct. Such codes relate directly to the conditions of employment and lawfully enforceable regulations. They differ from the codes of ethics, found in many professional organisations, which have an emphasis on self-regulation rather than externally imposed rules of behaviour. At the time of rapid change and transformation, when emphasis is put upon organisational goals and flexibility of process is promoted, codes of conduct are assuming a particular significance. Exploitation and dishonesty have always been present to some degree within the public service, but the increasing emphasis is put on flexibility and entrepreneurship that may need some balancing with a clear statement of suitable conduct. Measures are required to be formulated to follow the rules and procedures and eliminate corruption, dishonesty and any kind of misconduct.

## **SKILLS DEVELOPMENT AND MOTIVATION FOR STUDENTS**

The students, particularly in higher educational institutions are regarded as individuals that need to focus upon their skills development, so that they can contribute towards the welfare of the community. When a person attains a Masters or a Doctorate degree, then it is vital that they should make use of their knowledge and skills towards motivating others and building of the environment. Motivation is regarded as the most important factor that individuals can target, mainly those who are working in the field of education (Williams, & Williams, n.d.). It is essential to take into consideration the factors that encourage skills development and motivation for students:

**Effective Teaching-Learning Methods** – The teachers and instructors at all levels of education are required to make use of effective teaching-learning methods, so that individuals will be able to understand satisfactorily. It has been researched upon that 60 percent depends upon students and 40 percent depends upon teachers, in enhancing learning and understanding of the concepts. In educational institutions at all levels, students belong to different categories and backgrounds and possess different learning abilities. The teachers and the instructors are required to adopt the instructional techniques in accordance to the needs and requirements of the students. There are some students, who are able to learn and develop their academic skills by verbal explanation, whereas, there are students, who prefer learning by writing, and making notes.

**Efficient Use of Energy and Focus** – At young age, students are more energetic and dynamic. It is important for them to understand that they should make use of energy for their own and well-being of the community. Students should be taught how to produce results while maintaining concentration and vitality. Educational institutions and training centres undoubtedly put emphasis on getting the right results with the least effort or cost. Therefore, educators need to train the students to pursue efficient results. In another complementary and relevant to the achievement of the desired goals and objectives, each individual eventually will be required to master the techniques of focusing on and using skills such as, personal energy conservation and regeneration. This theme of competence should serve the student in his or her studies as well as in his or her life and global citizenry (Williams, & Williams, n.d.).

**Purposeful Connection with Work** - Emergent motivation results from connecting with work as a source of assertiveness, individualism, investigation, and sustained creativity. It is emergent because, purpose arises out of the interaction between a student and what he or she perceives as a significant and meaningful framework. That is, students determine their own rewards by mastering new experiments and making unique contributions in a significant and meaningful context. To nurture emergent motivation, educators need to plan variability into the learning system. This variety can overcome extensive individual differences in student inputs and yield consistently high levels of perceived personal effectiveness, organizational effectiveness, capability to apply course materials, and satisfaction with both course results and the educational process. Also, students become co-producers in the educational system because, they are intrinsically responsible for the learning work that takes place (Williams, & Williams, n.d.).

**Conscientiousness and Achievement** - Conscientiousness and achievement motivation are positively correlated with Grade Point Average. It is suggested that conscientious students may perform better because of differences in achievement motivation capability. As such, achievement motivation assessments and prior academic achievement could help recognize students to enhance their potential. On the other end of the continuum, it also could prepare the educators to less conscientious and less achievement-oriented students. Then, in turn, educators could provide appropriate attention, incentives, or trainings that positively influence these students. In addition, it may be possible to retrain students to self-regulate motivation for challenging academic tasks, thereby improving their effort regulation capacities (Williams, & Williams, n.d.).

**Public Speaking Skills** – Public speaking is regarded as an imperative skill that students need to learn appropriately. Besides the development of academic skills, students should develop skills and abilities among them, so that they can speak well in a public place, develop effective communications with the individuals and are able to provide solutions to the problems in an appropriate manner. The fear of public speaking is a prevalent phobia of many individuals, and practice on a continuous basis in public speaking will teach students how to overcome their greatest fears, hence, getting over unconscious blocks, rebuilding qualities, and improving self-concept. These positive results should make students more confident and motivated (Williams, & Williams, n.d.). When individuals are engaged in jobs, then public speaking and interacting with the other individuals is of utmost significance, which all should become skilled at.

**Study Time and Study Habits** –The lives of students are busy to a great extent. In school, besides learning academic concepts, they are engaged in different forms of creative and extra-curricular activities as well, such as, artworks, handicrafts, music, dance, sports etc. In higher educational institutions, there are students, who get engaged in employment settings, besides pursuing their studies. The employment may be full time or part time. To develop their skills and in order to become motivated, it is essential for the students to form their study time and study habits in an appropriate manner. The students should concentrate upon their studies adequately, even if they study for just couple of hours. One's study habits

should be regular and one should be aware of methodical techniques (Williams, & Williams, n.d.).

**Lecture Attendance** - Lectures are viewed as completely associated with academic performance. They also are perceived as valuable and interesting learning experiences for students. Lectures can be really enjoyable and pleasurable for the students, provided if the teachers possess adequate knowledge and effective communication skills. Lectures may be viewed as only one of a collection of student pressures. As a result, students engage in a constant decision making process that involves weighing the benefits against the costs of attending lectures. Students generally observe lectures as non-compulsory and not always as advantageous or pleasurable part of their college time. Non-attendance may basically be a coping approach that signals effort in coping with the content, processes, or schedules associated with formal learning (Williams, & Williams, n.d.).

**Comprehensive, Long-range Educational Plan** - The development of a long-range educational plan will help students to assess the significance of education and to make the most of their time in school. This plan also should contribute to their self-reliance and reduce the fear of the unknown. The students, who have accumulated a long-range plan are less likely to give up when difficulties take place. This plan is even more operative, when it is updated incessantly and incorporates the transition from education to career. Forming a vision of adulthood and what they aspire to become is empowering. This planning process can authorize students to observe the connection between school and work. Eventually, it prepares them for a lifetime of productive employment and continual learning (Williams, & Williams, n.d.).

## **SUPPORTING INNOVATION AND CREATIVITY IN YOUNG PEOPLE IN WAYS RELEVANT TO EMPLOYABILITY**

The measures and the procedures that are required to be put into operation to generate innovativeness and creativity among young individuals in ways that are relevant to employability are imperative aspects of all educational institutions. Especially, in higher educational institutions, students are provided with field work, training and practical experience, so that they are able to adequately prepare themselves for the employment setting. In order to achieve this purpose, the strategies have been stated as follows: (Developing the creative and innovative potential, n.d.).

**Improving the recognition and validation of non-formal learning** - It is indispensable to increase the recognition and authentication of non-formal learning in business frameworks and in the total education sector. This will help the providers, young people and potential employers to appreciate the learning and development that takes place. Recognition of non-formal learning is a crucial aspect. It is important to understand that the comprehensive range of capabilities and proficiencies gained are not limited to soft skills, and to validate, how they contribute to innovation and creativity.

Translating Non-Formal Learning Outcomes to the World of Work - There is a need to encourage the authentication of learning outcomes gained in non-formal learning and youth work in a vocabulary that is understandable to educators and employers. The non-formal learning outcomes need to be adequately focused upon within the working environment that can improve the capability of non-formal education workers and youth workers. The main purpose is to make available activities that promote innovation and creativity in young people, and make young people aware of the skills acquired through participation in such activities.

Enhancing the Ability of those working directly with Young People - Non-formal education workers play a fundamental role, especially with those young people, who belong to deprived, marginalized and socio-economically backward sections of the society and are difficult to reach. There is a need to improve the capability of these workers, especially youth workers, to promote modernization and creativity, so that they can improve upon and earn their living in an appropriate manner. Training and continuing professional development needs to be informed by comprehensive reviews of non-formal learning, practices and qualifications frameworks.

Developing a Strong Focus on Entrepreneurship - In this point, focus is put upon development of entrepreneurship skills among the individuals. The Entrepreneurship Action Plan and the Communication on Rethinking Education, asks Member States to ensure that all young people have a real entrepreneurial experience before completing education. With a resilient focus on entrepreneurship, youth work can contribute a greater role in involving young people with the local community, including social enterprise and business, thus improving their opportunities to find a job, or to start their own project.

Improving Partnership working and Cross-sector Innovation - There is a need to bring together representatives of the public, private and voluntary sectors, including employer organizations, large, medium and small companies, young people and youth organizations, to generate awareness of the advantages of non-formal learning. To achieve collaboration and joint action between stakeholders and the social partners, there is a need to incentivise all stakeholders. Partners should pay particular attention to reaching disadvantaged and unskilled young adults with a particular focus on local, municipal and regional levels. This will enable an encouraging operating framework for the work by augmenting possessions and helping to provide more harmonized provision of young people.

Including Non-Formal Education and Learning in Youth Guarantee Plans - The Commission and Member States need to ensure that operational plans for structural funds include youth work services as an indispensable part of the link between education and the labour market. Labour market measures alone are not adequate to reach all young people, especially the most vulnerable and those with less or no trust within the system.

## **SKILLS DEVELOPMENT FOR ENVIRONMENT BUILDING**

For building an operative environment, it is necessary to develop the skills, which have been stated as follows:

**Managerial Skills** – The managerial skills of planning, organizing, directing, coordinating, controlling and leading are stated to be of utmost significance not only within the organization, or educational institutions but also within the community. The individuals are required to possess these skills, when they are planning or organizing events, tasks or functions. In the organization of seminars or conferences, the individuals are required to put into operation, managerial skills. These skills are acquired by the individuals primarily through educational and training programs or experience. Possession of efficient knowledge, awareness and information would also enable the individuals to implement managerial skills.

**Technical Skills** – Technical skills are referred to as the skills that are methodical and procedural. The individuals need to possess technical skills primarily concerning their job duties. When the individuals have the main purpose of creating an efficient and an operative working environment. When they are dedicated towards the achievement of job objectives, then technical skills are put into practice to achieve the desired objectives. Technical skills can be understood as the skills relating to making use of computers, devices, tools, equipment and other machines that are used in the production of goods and services. In the present existence, computer skills are regarded as imperative and all individuals need to possess them in order to acquire jobs, particularly in organizations and offices.

**Teaching Skills** – Teaching skills are not only imperative for individuals, who work as teachers, instructors or professors in schools, colleges and universities. These skills are also essential for trainers, leaders, supervisors, managers and administrators within the organizations. Teaching is primarily referred to the impartment of knowledge, and information to the individuals regarding particular areas. These are the skills that one should put into practice in an adequate manner, so that the learners benefit. The main skill that would contribute in the improvement of teaching skills is communication skills. One should be able to communicate in an effective manner with the students, and it may include both verbal and written communication. When verbal and written communication of the teachers is well organized, then they would be able to augment their teaching skills.

**Counselling and Guidance Skills** – There are different types of counselling and guidance, which the individuals are required to go through in their lives, in accordance to the circumstances and situations. Career counselling is when individuals need guidance and suggestions from experts regarding future opportunities to improve their careers. Counselling and guidance are related to psychological problems of the individuals, such as, anger, stress, trauma and depression. When individuals experiences some kinds of psychological problems and difficulties in his or her life, then experts, who have specialized in a particular area render their contribution to provide them service and assistance. The work of the counsellors and guides are primarily dedicated towards the welfare of the individuals and the community.

**Health Care and Medical Treatment** – Medical practitioners, physicians and health care specialists are required to possess skills that are meant to cater to the health care needs of the individuals. Medical doctors and health care specialists may specialize in a particular area, therefore, individuals may only approach the doctors and health care specialists, who will be able to provide them proper treatment. The medical doctors and health care specialists

should be skilled and proficient in their areas, so that they can work in an efficient manner towards the welfare of the community. Their knowledge and information should be well-organized and effectual.

**Creative Skills** – Within the community, creative skills and the skills relating to extra-curricular activities are also regarded as imperative. There are number of individuals, who develop interest in dance, music, singing, artworks, handicrafts, sports etc. These individuals acquire training from individuals, who are normally competent in their particular area of interest. The individuals, who are professionals in one or more creative skills, they normally make use of their skills towards environment building. In organization of cultural programs, festivals, functions and events, creative skills contribute an imperative part. When one is skilled at dancing or singing or painting, they may put into practice their skill in order to arouse pleasure among the individuals and to earn appreciation.

**Research and Writing Skills** – Individuals, who work as researchers and writers, normally make use of their writing skills to enhance knowledge and generate awareness among the other individuals. Professional writers usually write articles, papers and even books, which they get published to disseminate information among the individuals nationally and in some cases even internationally. The areas of interest of individuals may vary on a comprehensive scale, these may include, organizational administration, leadership, food and nutrition, child development, women issues, societal problems, environment building, and so forth. The areas of interest of writers normally depend upon their fields of specialization in higher education.

**Communication Skills** – These skills are regarded of utmost significance. Whether a person is working as a counsellor, guide, teacher, researcher, writer or artist. He or she is required to communicate with his or her clients, students and community members in an effective manner. From the initial stage, individuals are required to hone their communication skills, which may include, verbal and written communication. The verbal communication of the individuals should always be polite, decent, ethical and truthful. Written communication requires the possession of reading, writing and technical skills, so that individuals should be able to create notices, write letters, send emails, messages and so forth.

## **PURPOSES OF SKILLS DEVELOPMENT FOR MOTIVATION AND ENVIRONMENT BUILDING**

The purposes of skill development for motivation and environment building have been stated with respect to learners, individuals, citizens and effective contributors and these have been stated as follows: (Curriculum for Excellence, 2009).

### Learners

The learners are able to develop enthusiasm and keenness towards learning. There have been cases of individuals, who do not develop interest and enthusiasm towards studies, as a result, they either drop-out of school or are unable to achieve good grades as a result of lack of adequate understanding of academic concepts. Skills development enable them to develop the determination to achieve good scores in their programs and courses. The

development of academic skills among them enable them to achieve high standards in their academic programs. The learners become more focused towards the generation of new ideas and make use of innovative techniques and methods. Literacy, numeracy, communication and technical skills can be used for augmenting academic knowledge. Motivation of the students also occurred by promoting positive beliefs, they are made to think good about themselves, their abilities and their prospects of success in school (Dweck, Walton, & Cohen, 2014).

Technology is made use for learning at all levels of educational institutions. In higher educational institutions, the students are supposed to make use of technology in the implementation of their assignments and projects. One is required to think creatively and independently, the individuals are required to develop positive thinking among them especially within the working area. The problems and difficulties that learners experience both in and out of school can affect their mind-sets, with consequences for learning. So while one continue to deal with large-scale problems within the educational system, one can directly help students to become more motivated and successful learners. Moreover, with greater awareness of non-cognitive factors, educators may be able to do relatively small things within the classroom that can make a major difference in the learning of the students (Dweck, Walton, & Cohen, 2014).

#### Individuals

Individuals are referred to the people at the workplace, organizations, communities, public places and households. The purpose of skill development among them is to arouse a sense of self-respect, physical, mental and emotional well-being, secure values and beliefs and ambition. An aimless life is said to be a meaningless life, therefore, all individuals have certain aims and goals to achieve in their lives. Within the family as well as outside the family, it is vital for the individuals to establish good terms and relationships with everybody. One cannot live alone in seclusion, therefore, it is vital for the individuals to interact with others and maintain a social circle. The skills and knowledge that individuals have acquired through educational programs or training are primarily used to sustain ones living.

Individuals are able to manage themselves and relate to others. They should be able to manage and pursue a healthy lifestyle, be aware of ones weaknesses and devise means to provide solutions to the problems. One would be able to develop and communicate their own beliefs and view the world. One should be able to live independently and secure themselves financially. Skills enable the individuals to put into practice wisdom, understanding, knowledge, honesty, decency and righteousness in their work.

#### Citizens

The citizens of the country make use of skills to implement the traits of honesty, decency, morality and ethics in their behaviour. Whether an individual is well-educated or not, whether he is rich or poor, has a good reputed job or is engaged in a minority job, is high caste or low caste and so forth. The skills normally may be used to prevent the occurrence of crime and violence within the household, community or the entire nation. They should have respect for others and be committed to participate in social, political, economic and cultural life. One should be able to develop knowledge and understanding of the problems that occur

in the society and work towards the welfare of the community. For instance, within the community, when there are children belonging to poverty stricken, deprived, marginalized and socio-economically backward sections of the society, who do not have the opportunity to go to school, then some house ladies or elderly members of the community may conduct free tuition and coaching classes for them.

The individuals, who are poverty stricken and experience problems in meeting their daily requirements are normally assisted with clothes, food items and groceries so that their conditions can be sustained. These individuals normally have the aim of generating a source of income and normally are able to find jobs as domestic workers, cleaners, labourers or construction workers. There are number of individuals belonging to rural communities, who migrate to urban areas to sustain their living conditions, to seek employment opportunities and to provide education to their children. In some cases, they are fortunate to generate a source of income, but they work in minority jobs, such as, drivers, cooks, cleaners, gardeners, domestic helpers, labourers, construction workers etc. On the other hand, there are individuals, who possess vocational skills and use them to sustain their living. These include, carpenters, plumbers, electricians, painters, repair workers etc.

#### Effective Contributors

The individuals, who are effective contributors to the community, normally possess the skills and abilities to work towards their welfare. The effective contributors to the community as well as the entire nation are referred to the individuals, who perform to their best abilities and make their family, community and country proud. An individual can render an effective contribution to the community through his occupation or through some kind of talent or skill. There have been cases, when medical doctors, researchers, writers, educationists or individuals with skills and talents in sports, music, dancing, acting and so forth, have made use of their skills and abilities to lead to progression and advancement of the society and nation.

Not only in India, but in other countries of the world as well, there has been prevalence of crime and violence. Individuals belonging to all age groups, categories and backgrounds have become victims of criminal and violent acts. There are organizations, who work for the well-being and recuperation of these individuals. Various criminal and violent acts include, verbal abuse, physical abuse, rape, sexual harassment, acid violence, mistreatment, financial exploitation and murder. Effective contributors are required to undertake measures and procedures to curb these acts, as they are the ones that not only impede the psychological approach of the individuals, but also the development of the community. Measures to alleviate the problems of poverty, illiteracy, and unemployment, enabling the individuals recognize the significance of education and bringing about growth and development are the main tasks of effective contributors.

## **CONCLUSION**

The development of skills for motivation and environment building are related to numerous areas. These mainly include, education, health care and medical, creative activities,

management and administrative functions, teaching, counselling and guidance, effective communication, elimination of crime and violence within the community, employment opportunities, child development, women empowerment and promotion of creative and cultural activities. When skills are used in a constructive manner regarding these areas, then individuals will lead to a formation of a society, where they will be able to sustain their living conditions in an adequate manner.

In India, the main aspect of environment building involves alleviation of societal problems of poverty, illiteracy and unemployment. In rural areas, there have been promotion of adult education. Individuals, belonging to all age groups, backgrounds and categories are made to recognize the significance of education, so that they are able to generate a source of income. In accordance to the Right to Education Act, 2009, there is free education available for children, up to the age of 14 years. In rural areas, there has been expansion of digital technology and individuals are being made aware of how to make use of it. Skills development for motivation and environment building contributes in alleviation of societal problems, recognizing the significance of education and learning, generating employment opportunities, forming schemes for child development and women empowerment and helping individuals to sustain their living conditions in an adequate manner.

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