



Research Article

Evaluating the “Skills Workshops” Program in Primary Education: A Quantitative Study of Teacher Perspectives

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Abstract

A quantitative study was conducted with 250 primary education teachers (PE 70) and subject specialists to evaluate the “Skills Workshops” program. The findings indicate that most educators maintain a positive attitude toward innovative programs, recognizing their contribution to learning objectives. However, a smaller proportion remains skeptical. Teachers emphasize the importance of student engagement and consider professional training and support crucial for successful implementation. Differences in perspectives based on gender, age, and experience were also noted. Female teachers are more receptive to new teaching approaches, while male teachers express concerns about practical implementation. Younger and less experienced teachers exhibit greater enthusiasm for the program. Overall, educators acknowledge the potential of “Skills Workshops” but stress the need for continuous improvement and institutional support.

Keywords: Innovative Programs; Education Policy; Teacher Training; Primary Education; Learning Engagement

Introduction

Primary education serves as the foundation for lifelong learning and personal development, making it a crucial stage in a child’s academic journey. Traditional education models have often focused on knowledge acquisition, emphasizing rote learning and standardized assessments. However, recent educational research underscores the importance of skill-based learning approaches that foster creativity, critical thinking, and problem-solving abilities [1,2]. In response to these evolving educational needs, the “Skills Workshops” program was introduced to provide students with practical competencies that extend beyond the conventional

curriculum. The “Skills Workshops” program is designed to integrate experiential learning strategies, allowing students to engage with real-world problems, collaborate with peers, and apply theoretical knowledge in practical scenarios. Research suggests that such approaches enhance student motivation, engagement, and long-term retention of concepts [3]. Moreover, educational systems worldwide, including those in the European Union and the United States, have increasingly emphasized skill development as a key component of 21st-century education [4].

The shift from traditional pedagogy to skill-based education is part of a broader movement toward competency-based learning, which aligns with the goals of modern education policies. [5] and [6] highlight that education must equip students with life skills,

technological literacy, and adaptability to succeed in a rapidly changing world. This paradigm shift emphasizes the need for interdisciplinary learning and critical-thinking skills, which are essential for students to thrive in diverse academic and professional contexts.

Despite its promising potential, the effective implementation of skill-based programs like “Skills Workshops” depends on various factors, including teacher preparedness, institutional support, and access to adequate resources [7]. Teachers play a critical role in shaping the success of such programs, as their attitudes, training, and ability to adapt to new methodologies significantly impact student outcomes. Research indicates that teachers who receive professional development in skill-based learning methodologies are more likely to implement these approaches effectively in the classroom [8]. Conversely, a lack of sufficient training and resources can hinder the success of such initiatives, leading to inconsistent program implementation across schools. Furthermore, the integration of skill-based education requires a re-evaluation of assessment methods. Traditional examinations may not effectively measure the competencies fostered through “Skills Workshops.” Alternative assessment strategies, such as project-based evaluations, performance tasks, and peer assessments, have been suggested as viable methods to capture student learning in a more holistic manner [9]. Implementing these assessment strategies requires institutional alignment and professional development for educators.

This study aims to assess teachers’ perceptions of the “Skills Workshops” program, focusing on their views regarding its effectiveness, student engagement, professional development needs, and institutional barriers. By examining these aspects, this research seeks to provide evidence-based recommendations for enhancing the program’s implementation and ensuring its sustainability in primary education.

Methods

This study employed a quantitative research design to assess teacher perceptions of the “Skills Workshops” program. A structured questionnaire was administered to a sample of 250 primary school teachers, including both general education teachers (PE 70) and subject specialists.

Participants and Sampling

A stratified random sampling method was used to ensure representation across different demographic groups, including gender, years of teaching experience, and school location (urban vs. rural). The final sample included 130 female and 120 male teachers, with experience ranging from newly hired educators to those with over 20 years in service. Participants were recruited through their respective schools and invited to complete an online survey.

Data Collection

The questionnaire consisted of 30 items categorized into five sections:

- **Demographics:** Age, gender, teaching experience, and school type.
- **Program Effectiveness:** Teachers’ perceptions of how well the program supports student skill development.
- **Professional Development Needs:** Assessment of whether teachers feel adequately trained to implement the program.
- **Challenges and Barriers:** Issues related to time constraints, teaching materials, and administrative support.

Overall Satisfaction and Recommendations: Open-ended responses allowing teachers to provide suggestions for improvement. The questionnaire was pilot-tested with 20 teachers to ensure clarity and reliability before being distributed to the full sample.

Data Analysis

Survey responses were analyzed using SPSS (Statistical Package for the Social Sciences). Descriptive statistics, including means and standard deviations, summarized overall perceptions. Inferential statistical analyses, such as t-tests and ANOVA, were used to examine differences based on demographic factors. Correlation analyses were conducted to identify relationships between training levels and perceived program effectiveness.

Ethical Considerations

Participation was voluntary, and informed consent was obtained from all participants. Anonymity and confidentiality were maintained throughout the study, and the research was approved by the appropriate educational authorities.

Results

The majority of teachers expressed positive views regarding the “Skills Workshops” program. Key findings include:

Overall Reception: 75% of respondents reported that the program significantly contributes to student skill development.

Training Needs: 68% of teachers emphasized the necessity of additional training for effective program implementation.

Challenges: 40% of respondents cited concerns regarding time constraints and resource availability.

Gender Differences: Female teachers were more inclined to support the initiative, while male teachers exhibited greater concern over practical execution. **Experience and Enthusiasm:** Younger teachers showed higher enthusiasm for the program compared to senior educators.

A more detailed analysis of the findings revealed that teachers with fewer years of experience were significantly more optimistic about the program’s effectiveness. Specifically, teachers with 0-5 years of experience had an average program satisfaction score of 4.5/5, whereas teachers with more than 20 years of experience had a lower satisfaction score of 3.8/5. This suggests that newer educators may be more open to implementing innovative teaching strategies, while more experienced teachers may require additional support to adapt to new methodologies.

Another notable finding was the difference in perception between urban and rural schools. Teachers in urban settings reported greater access to resources and professional development opportunities, leading to a more positive outlook on the program. In contrast, rural educators cited a lack of materials and administrative support as key barriers to successful implementation. Addressing these disparities will be crucial for ensuring equitable access to skill-based education.

The study also identified a significant correlation ($r = 0.72$, $p < 0.01$) between the level of professional development received and teachers’ confidence in delivering the “Skills Workshops” program. This highlights the necessity of ongoing training and structured support to enhance teacher effectiveness (Figures 1 & 2).

Teacher Perceptions of the 'Skills Workshops' Program by Gender

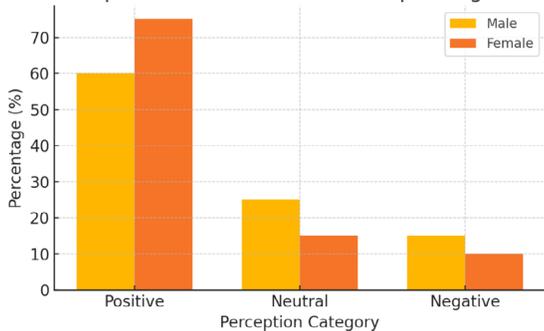


Figure 1: Teacher Perceptions of the “Skills Workshops” Program by Gender should be placed after the section on gender differences.

Enthusiasm for the Program Based on Teaching Experience

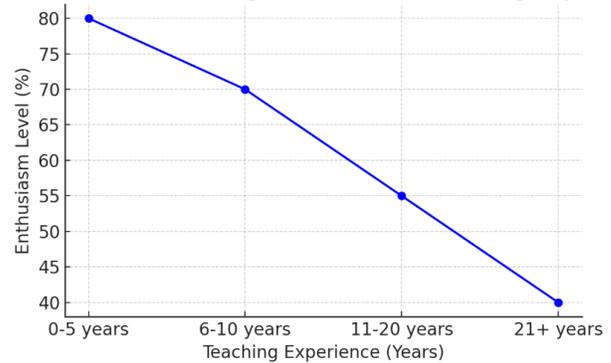


Figure 2: Enthusiasm for the Program Based on Teaching Experience should be placed after the section discussing experience levels and enthusiasm.

Discussion

The study highlights the importance of continuous professional development to equip teachers with the necessary skills for implementing innovative programs. Prior research suggests that targeted training programs can significantly enhance teacher confidence and effectiveness in adopting new methodologies [9]. Additionally, gender-based differences in perception indicate the need for differentiated training approaches that address specific concerns among educators [10]. One of the key challenges identified in this study is the lack of sufficient time and resources for implementing the “Skills Workshops” effectively. Similar findings have been reported in previous studies, which emphasize that institutional support is critical in sustaining educational reforms [11]. Addressing logistical constraints, such as scheduling flexibility and access to instructional materials, could enhance the program’s effectiveness.

Another critical aspect is the role of interdisciplinary collaboration. Research has shown that when teachers from different subject areas work together, students benefit from a more integrated learning experience [12]. The “Skills Workshops” program offers

an opportunity to strengthen such collaborations, but additional support mechanisms may be required to facilitate teamwork among educators. Furthermore, the study revealed that younger and less experienced teachers exhibit greater enthusiasm for the program compared to their older counterparts. This finding aligns with previous research indicating that newer educators are often more receptive to pedagogical innovations [13]. However, it also underscores the importance of ongoing professional development to ensure that veteran teachers remain engaged and supported in implementing new methodologies [14-17].

Teachers also emphasized the need for a more structured training program tailored to the specific demands of “Skills Workshops.” Research by [7] suggests that professional development programs should be iterative and responsive to teacher feedback to maximize their effectiveness. Providing workshops, peer mentoring, and collaborative teaching models may help address existing training gaps and enhance educators’ confidence in delivering the curriculum effectively. In addition, the study identified potential gender-based differences in program reception, with female teachers demonstrating greater openness to innovation. This finding is consistent with prior studies indicating that women in educational roles often exhibit higher levels of adaptability and willingness to engage in novel instructional strategies [10]. Recognizing these differences can inform the design of professional development programs that address varying concerns and motivations across teacher demographics.

Lastly, while most teachers acknowledged the value of “Skills Workshops,” a significant proportion expressed concerns about their practical implementation. Common challenges included balancing workshop activities with core curriculum requirements and ensuring students remain engaged throughout the program. Future research should explore the long-term impact of “Skills Workshops” on student learning outcomes and investigate strategies for optimizing program integration within existing curricular frameworks. Figures 1 and 2 illustrate key findings from the survey, highlighting variations in teacher perceptions based on gender and experience levels. These visual representations provide deeper insight into how different demographic groups respond to the program.

Conclusion

The “Skills Workshops” program presents a valuable opportunity for enhancing primary education by fostering essential skills. However, successful implementation requires sustained training, institutional support, and adaptability to address emerging challenges. By refining these areas, the program can better serve both educators and students, ensuring its long-term effectiveness.

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