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Relationship between Training Content and Skill Development of Teachers at Elementary Level

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Abstract

Effective training content for teachers focus on pedagogical strategies, classroom management, and subject expertise, tailored to their specific teaching contexts. Skill development emphasize critical thinking, communication, and adaptive teaching methods to enhance student engagement and learning outcomes. The purpose of the study to find the relationship and effect of Training Content on Skill Development of teachers at elementary level, as well as to check the difference between male and female regarding Training Content and Skill Development of teachers at elementary level. The design of the study is descriptive in nature. The philosophical paradigm of quantitative research is positivism. The population was comprised off all elementary school teachers of Azad Jammu and Kashmir. The instrument of the study was questionnaire. Inferential statistics (Pearson r, a regression analysis and independent sample t-test) was used. SPSS was used to analyze the data. The findings of the study revealed that there was moderate positive significant relationship between Training Content and Skill Development of teachers at elementary level. The t-value 13.032 and p-value 0.004 shows that there was highly significant effect of Training Content on Skill Development of teachers at elementary level. Also, the results shows that there was significant difference between male & female teachers regarding Training Content, while there was no significant difference between male and female regarding Skill Development of teachers at elementary level.

Keywords: Training Content, Skill Development of teachers, elementary level

INTRODUCTION

Training content plays a significant role in teacher professional development and the development of their instructional skills. As the education landscape continues to evolve, the nature of teacher training content has become more complex, encompassing a wide array of pedagogical approaches, content knowledge, and soft skills, such as communication and classroom management. Research has shown that the content of teacher training is crucial in shaping teachers' professional growth, enabling them to adapt to changes in curriculum, instructional practices, and student needs (Prediger, 2024). The relationship between training content and teacher skill development has been widely studied, and evidence suggests that when training content is aligned with teachers' instructional needs, it can substantially enhance the teachers' ability to support student achievement and well-being (Darling-Hammond, 2000; Hattie, 2009). This connection between content and skill development is particularly important in ensuring that teacher training programs are effective and impactful. A key aspect of this relationship is the alignment of training content with the actual demands and challenges teachers face in their classrooms. Teachers must not only have subject matter expertise, but also pedagogical skills that enable them to effectively teach diverse learners. Research has consistently shown that professional development programs that focus on improving both content knowledge and instructional strategies are more likely to result in improved teacher effectiveness (Desimone, 2009). Moreover, when teacher training programs emphasize the integration of new teaching methodologies, such as differentiated instruction and inquiry-based learning, teachers are better prepared to implement these strategies in the classroom, leading to enhanced student engagement and achievement (Garet et al., 2001). This link between training content and skill development is particularly important as schools face increasingly diverse student populations, requiring teachers to adapt their instructional strategies to meet various educational needs (Nkundabakura, et al., 2024).

Furthermore, the integration of technology into teacher training has become increasingly important. As technology becomes more embedded in education, it is crucial for teachers to develop skills that allow them to effectively integrate digital tools into their teaching practices. Research has shown that when training programs provide content related to educational technology, teachers develop the necessary skills to incorporate technology into their classrooms, enhancing both teaching and learning outcomes (Ertmer & Ottenbreit-Leftwich, 2010; Mishra & Koehler, 2006). However, this relationship is not automatic, as simply including technology in teacher training does not guarantee that teachers will successfully integrate it into their instructional practices. It is essential that training content focuses not just on the technical aspects of using technology, but also on how it can be used pedagogically to

foster active learning and support students' cognitive and social development (Bebell & O'Dwyer, 2010). This highlights the need for a balanced approach in teacher training programs that incorporates both the technical and pedagogical uses of technology. Another important factor in the relationship between training content and skill development is the duration and intensity of the training. Research has consistently shown that long-term professional development programs that provide sustained learning opportunities are more effective than short-term, one-off training sessions (Garet et al., 2001). In particular, when training programs include follow-up support and opportunities for teachers to collaborate and share best practices, they are more likely to result in meaningful improvements in teacher performance (Desimone, 2009; Borko, 2004). Teachers who engage in sustained, high-quality professional development are more likely to experience lasting changes in their teaching practices, resulting in improved student outcomes (Isa, Neliwati, & Hadijaya, 2024).

In addition to content knowledge and pedagogical skills, the development of teachers' reflective practices is crucial for their professional growth. Research has shown that teachers who regularly engage in reflection are more likely to identify areas for improvement in their teaching and to implement changes that enhance student learning (Schön, 1983). Reflection allows teachers to critically examine their practices, identify effective strategies, and adjust their teaching to meet the diverse needs of their students (Avalos, 2011). Training content that emphasizes reflective practice encourages teachers to think critically about their teaching, which can ultimately lead to improved instructional skills and more positive student outcomes. Moreover, studies have found that when training programs incorporate collaborative reflection, such as peer coaching or professional learning communities, teachers benefit from the shared knowledge and experiences of their colleagues (Pianta et al., 2012; Hord, 2004). Teacher training programs must also be designed to address the diverse contexts in which teachers work. Research has shown that training content that is contextually relevant to the specific challenges teachers face in their schools is more likely to result in skill development and improved teaching practices (Kennedy, 2016; Avalos, 2011). For example, teachers in under-resourced schools may require training content that focuses on strategies for managing large class sizes or addressing the needs of students who are at risk of academic failure (Kong, & Wang, 2024). Conversely, teachers in more affluent schools may benefit from training content that addresses advanced teaching methods or the integration of cutting-edge educational technologies. This context-specific approach ensures that training content is not only relevant but also practical for teachers, enabling them to develop the skills they need to succeed in their particular teaching environment (Mohammadi, 2024).

Moreover, the growing recognition of social-emotional learning (SEL) in education has led to the inclusion of SEL-focused content in teacher training programs. Research has shown that teachers who are trained to support students' social-emotional development are better able to foster positive classroom climates, promote student well-being, and address behavioral issues (Zins, 2004). Training programs that incorporate SEL content help teachers develop the skills needed to build strong, supportive relationships with their students, which has been shown to lead to improved academic performance (Pianta et al., 2012). This is particularly important as schools increasingly focus on the whole child, recognizing that academic achievement is closely linked to social and emotional well-being (Zins, 2004). Finally, the effectiveness of teacher training content is influenced by the broader educational policy context. As education systems around the world continue to emphasize the importance of improving teacher quality, training content must align with national educational standards and policies (Kilag, et al., 2024). Research has shown that teacher training programs that are aligned with curriculum frameworks and national teaching standards are more likely to result in improved teacher performance (Darling-Hammond et al., 2017; OECD, 2019). This alignment ensures that teachers receive training that is relevant not only to their professional development but also to the broader goals of the education system, ultimately leading to improved student outcomes (Ahadi, Bower, Lai, Singh, & Garrett, 2024). The relationship between training content and teacher skill development is complex and multifaceted. High-quality teacher training programs that provide content relevant to teachers' needs, align with national standards, and incorporate both pedagogical and reflective practices are most likely to result in improved teaching skills and better student outcomes (Pham, et al., 2024). Moreover, teacher training programs that focus on the integration of technology, support social-emotional learning, and are sustained over time are particularly effective in enhancing teachers' instructional skills (Whitty, 2024). As the education landscape continues to change, it is essential that teacher training programs adapt to meet the evolving needs of both teachers and students, ensuring that educators are well-equipped to support student learning in a dynamic and diverse classroom environment. The purpose of the study to find the relationship and effect of Training Content on Skill Development of teachers at elementary level, as well as to check the difference between male and female regarding Training Content and Skill Development of teachers at elementary level.

METHODOLOGY

The design of the study is descriptive in nature. The philosophical paradigm of quantitative research is positivism. The population was comprised off all elementary school teachers of Azad Jammu and Kashmir. The total elementary schools are 1003, in which 515 are male schools and 488 are females' school. The total number of elementary school teachers are 7407, in which

4301 are male and 3106 are female teachers. Simple random sampling techniques was used. Randomly 815 teachers were selected in which 473 male & 342 female elementary school teachers. The instrument of the study was questionnaire. The researcher self-developed five-point likert scale. The validity of the questionnaire was found through experts' opinions and reliability through pilot testing. The Cronbach's Alpha value was 0.834. Inferential statistics (Pearson r, a regression analysis and independent sample t-test) was used. SPSS was used to analyze the data.

DATA ANALYSIS

Table 1: *Relationship between Training Content and Skill Development of Teachers at Elementary Level*

		Training Content	Skill Development
Training Content	Pearson Correlation	1	.306**
	Sig. (2-tailed)		.000
	N	815	815
Skill Development	Pearson Correlation	.306**	1
	Sig. (2-tailed)	.000	
	N	815	815

**. Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates the relationship between Training Content and Skill Development of teachers at elementary level. The Pearson r value 0.306, and p-value 0.000 which shows that there was moderate positive significant relationship between Training Content and Skill Development of teachers at elementary level.

Table 2: *Effect of Training Content on Skill Development of teachers at Elementary Level*

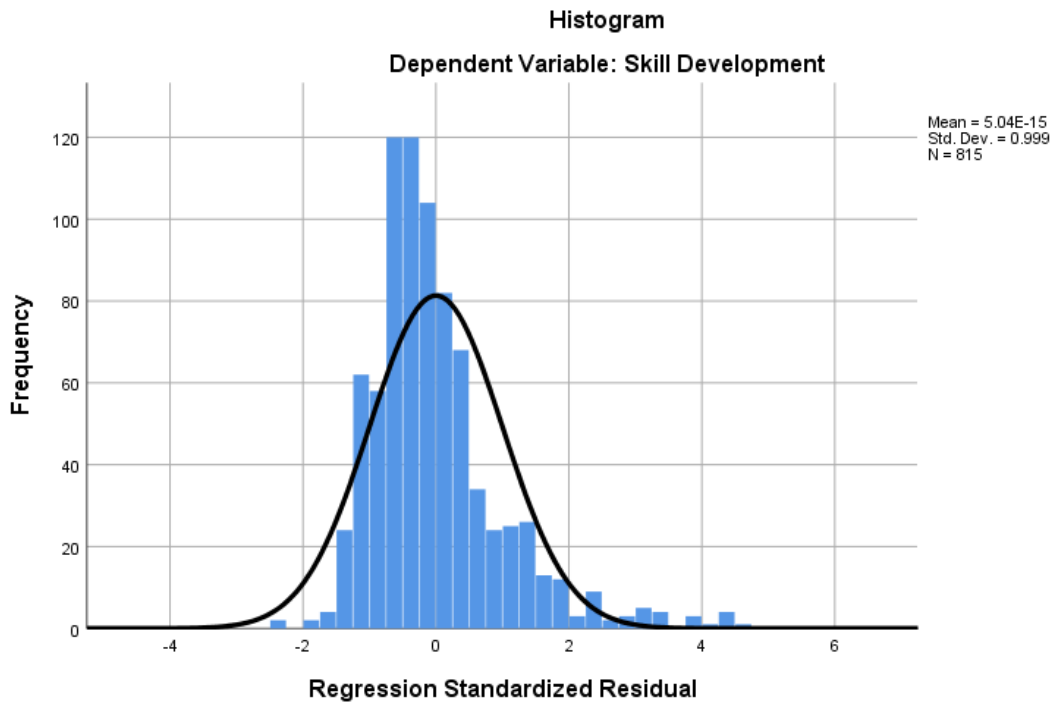| Model		Sum of Squares	df	Mean Square	F	Sig.	R Square
1	Regression	59.972	1	59.972	169.834	.004	.094
	Residual	580.180	813	.353			
	Total	640.152	814				

a. Dependent Variable: Skill Development
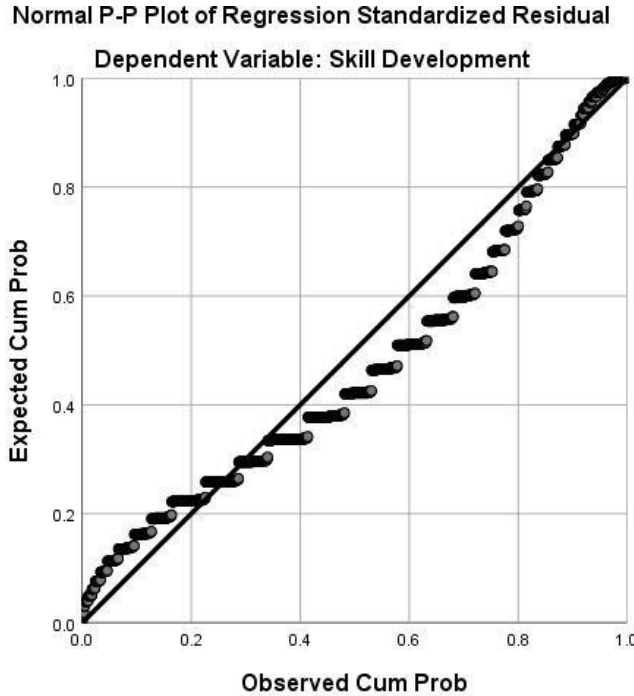b. Predictors: (Constant), Training Content

The above table illustrates the effect of Training Content on Skill Development of teachers at elementary level. The F-value 169.83, R-square 0.094 and p-value 0.004 shows significant effect of Training Content on Skill Development of teachers at elementary level.

Table 3: *Effect of Training Content on Skill Development of Teachers at Elementary Level*

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.326	.049		27.323	.000
Training Content	.328	.025	.306	13.032	.000
a. Dependent Variable: Skill Development					

Histogram
Dependent Variable: Skill Development

Mean = 5.04E-15
Std. Dev. = 0.999
N = 815

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Skill Development

The above table illustrates the effect of Training Content on Skill Development of teachers at elementary level. The B-value 0.306, t-value 13.032 and p-value 0.004 shows that there was highly significant effect of Training Content on Skill Development of teachers at elementary level.

Table 4: *Difference between public and private sector regarding Training Content and Skill Development of Teachers at Elementary Level*

	Gender	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Training Content	Male	473	1.8694	.61742	2.376	.018
	Female	342	1.8011	.53571	2.403	.016
Skill Development	Male	473	1.9340	.64901	.327	.744
	Female	342	1.9239	.59373	.329	.746

The above table illustrates the difference between male & female regarding Training Content and Skill Development of teachers at elementary level. The male teachers Training Content (M=1.86; SD=0.61) while female teachers' (M=1.80; SD=0.53), t-value 2.376, and p-value 0.018 shows significant difference among the groups. While on the other hand, the male teachers' Skill Development (M=1.93; SD=0.64), while female teachers' (M=1.92; SD=0.59), t-value 0.327, p-value 0.744 not shows significant difference among the groups. The results

shows that there was significant difference between male & female teachers regarding Training Content, while there was no significant difference between male and female regarding Skill Development of teachers at elementary level.

DISCUSSION

Research indicates a moderate positive significant relationship between training content and skill development of teachers at the elementary level. When the content of professional development programs is closely aligned with teachers' instructional needs, it enhances their pedagogical abilities and content knowledge, leading to improved teaching effectiveness (Avalos, 2011). Programs that focus on relevant and context-specific content, such as strategies for classroom management, differentiated instruction, and assessment, have been shown to foster the development of practical skills among elementary school teachers (Perry, & Booth, 2024; Kennedy, 2016). Furthermore, ongoing training that includes opportunities for reflection and peer collaboration enhances teachers' ability to apply newly learned skills in real classroom settings, contributing to overall skill improvement (Pianta et al., 2012; Kim, 2024).

The effect of training content on the skill development of teachers at the elementary level has been found to be highly significant. Well-structured training programs that focus on key instructional strategies, such as formative assessment, differentiated instruction, and student engagement techniques, significantly enhance teachers' classroom skills (Darling-Hammond et al., 2017). Research shows that when training content is tailored to the specific needs of elementary teachers, it leads to substantial improvements in their teaching practices, thus positively impacting student outcomes (Garet et al., 2001; Lu, Zheng, Gong, & Xu, 2024).). Moreover, sustained professional development that integrates both theoretical knowledge and practical application ensures that teachers acquire the skills necessary for effective classroom management and individualized support (Desimone, 2009).

There are notable differences between the public and private sectors regarding training content and skill development for elementary-level teachers. In the public sector, training programs often focus on broad, standardized content aligned with national education policies and frameworks, addressing the diverse needs of teachers in various regions (Copur-Gencturk, Li, Cohen, & Orrill, 2024). Conversely, private sector training tends to emphasize more specialized content tailored to specific educational philosophies or curriculum models, offering more flexibility and innovation in the training process (Darling-Hammond, 2000). While public sector programs may face challenges such as limited resources and inconsistent implementation, private sector training often includes more frequent professional development opportunities and a stronger focus on individual teacher growth (Pianta et al., 2012). These differences can influence the depth and effectiveness of skill development among teachers in each sector.

CONCLUSION

In conclusion, the relationship between training content and the skill development of teachers at the elementary level is crucial for enhancing teacher effectiveness and student outcomes. Well-designed professional development programs that align with teachers' needs and include practical, context-specific content lead to significant improvements in teaching skills. Moreover, sustained training efforts, which allow teachers to reflect on and apply their learning, have a lasting impact on instructional quality. The public and private sectors exhibit key differences in how training content is delivered. Public sector programs often focus on standardized content in line with national policies, while private sector training tends to offer more specialized and innovative approaches, providing teachers with flexibility and targeted professional growth opportunities. These differences affect the extent to which teachers can develop their skills, with private sector programs frequently offering more individualized support and professional development. Ultimately, the effectiveness of teacher training depends on the quality and relevance of the content provided, as well as the ongoing support for teachers to implement new strategies in the classroom. Both sectors have strengths that can contribute to teacher growth, but a balanced approach that combines the strengths of both public and private sector training could better support teachers in developing the necessary skills to meet the challenges of the elementary classroom.

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