

**THE IMPLICATIONS OF REFRESHER COURSES ON CLASSROOM
MANAGEMENT PRACTICES AMONGST SECONDARY SCHOOL TEACHERS IN
EGOR LOCAL GOVERNMENT AREA**

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MAY, 2026

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BY

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**BEING A RESEARCH WRITTEN IN THE INSTITUTE OF EDUCATION,
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CERTIFICATION

We the undersigned certify that this project was carried out by **Osadiaye Precious OSAYAMEN (Mrs.)** with **matriculation number: PG/IED2410552** in the Institute of Education, University of Benin, Benin City.

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DEDICATION

This work is dedicated to God Almighty, who alone does great things

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ABSTRACT

This study investigated the implications of refresher courses on classroom management practices among secondary school teachers in Egor Local Government Area, Edo State. The study was guided by five research questions. It adopted a descriptive research design. The population of the study comprised all secondary schools in Egor Local Government Area. A structured questionnaire titled *Implications of Refresher Courses on Classroom Management Practices Questionnaire (IRCMPQ)* was used for data collection. The instrument was validated by experts in educational management and measurement and evaluation, while reliability was established using Cronbach Alpha statistics. Data collected were analyzed using mean and standard deviation to answer the research questions.

The findings revealed that refresher courses improve teachers' classroom management skills to a moderate extent by enhancing classroom organization, behaviour management, enforcement of classroom rules, and the creation of conducive learning environments. The study further revealed that refresher courses positively influence teachers' confidence, adaptability, and effectiveness in handling diverse classroom challenges. Findings also showed that refresher courses expose teachers to learner-centred instructional strategies which improve learner engagement and classroom participation. However, inadequate follow-up and mentoring, insufficient resources, poor accessibility, and irregular training programmes were identified as major challenges affecting the effectiveness of refresher courses. The study equally found that refresher courses have broad positive implications for improving teaching quality, students' learning outcomes, and overall educational development.

The study concluded that refresher courses are essential for strengthening teachers' professional competence and improving classroom management practices in secondary schools. It was therefore recommended among others that government and educational stakeholders should organize regular, practical, and well-funded refresher training programmes for teachers, while ensuring adequate follow-up support and accessibility for all teachers.

CHAPTER ONE

INTRODUCTION

Background to the Study

Classroom management refers to the strategies and techniques teachers employ to create and maintain a structured, respectful, and supportive learning environment. Effective classroom management keeps students engaged, minimizes disruptions, and maximizes instructional time, thereby enhancing learning outcomes (Imasuen and Iyamu, 2022). In today's increasing complex educational landscape, the teacher's role has expanded beyond the mere transmission of knowledge to the active management of diverse, dynamic, and sometimes challenging classroom settings. Continuous professional development (CPD), particularly through refresher courses facilitates a crucial mechanism for helping teachers stay updated with modern pedagogical skills, and classroom techniques. Refresher courses offer a promising solution to these challenges. It is designed to update teachers' skills and knowledge, these courses provide opportunities for educators to learn new instructional strategies, reflect on their practices, and adapt to changing educational demands. The importance of refresher courses in enhancing classroom management cannot be overstated. They serve as a bridge between initial teacher training and the evolving realities of the classroom, equipping the teachers with the tools they need to manage diverse students' populations effectively.

According to Premium Researchers (2025), over 60% of teachers in Egor local government area; reported difficulties in maintaining classroom discipline and managing student behaviour effectively. These challenges are compounded by the fact that many teachers have

not received formal training in classroom management since their initial certification, leading to reliance on outdated and often ineffective practices. Egor Local Government Area is one of the urban local government areas in Edo State, characterized by a mix of public and private secondary schools. Despite its urban status, the educational infrastructure in this local government area faces numerous challenges. Many schools are overcrowded, with student-teacher ratios far exceeding recommended standards. Teachers often grapple with large class sizes, limited instructional materials, and diverse student populations with varying academic and behavioural needs.

The lack of continuous professional development opportunities further worsens the situation. While initial teacher education programme provides foundational knowledge, they are insufficient to equip teachers with the skills needed to navigate the evolving demands of the classroom. In Egor Local Government Area, from investigation, refresher courses are not systematically implemented, and where available, they are often sporadic and poorly funded. This gap in professional development has significant implications for classroom management, as teachers are left ill-prepared to handle disruptive behaviours, implement inclusive practices, and adapt to new pedagogical approach.

Classroom management is a multifaceted construct that includes the organization of classroom activities, the establishment of rules and routines, the promotion of positive student behaviour, and the prevention of disruptions. Effective classroom management is essential for creating an environment where learning can occur without unnecessary interruptions. It is closely linked to student achievement, teacher satisfaction, and overall school climate. Research has consistently shown that well-managed classrooms are associated with higher academic performance. Iwemi (2025) found that students taught by teachers with strong classroom management skills performed better in standardized tests and exhibited fewer

behavioural problems. Moreover, teachers who are confident in their ability to manage classrooms report greater job satisfaction and lower levels of stress and burnout.

The relationship between refresher courses and classroom management is crucial. Refresher courses enhance teachers' skills, boost their confidence, and promote consistency in the classroom practices. Teachers who undergo refreshers training are better equipped to handle diverse student behaviours, implement inclusive strategies, and create structured learning environments. Globally, refresher courses are integral to teacher development. In Finland, teachers undergo continuous training, contributing to high student performance and strong classroom management. Singapore embeds professional development in its education system, with a focus on innovation and reflective practice. South Africa uses refresher courses to address post-apartheid educational disparities and improve classroom dynamics.

By adapting best practices to local contexts, Egor can develop a robust professional development framework that supports teachers and enhances classroom management. While existing studies highlight the benefits of refresher courses, several gaps remain. Longitudinal data tracking the long-term impact of refresher training on classroom management is limited. Most studies focus on short-term outcomes, leaving questions about sustainability and retention of skills. Student perspectives are also underexplored. Understanding how students perceive changes in teacher behaviour post-training can provide valuable feedback and inform course design. This study, therefore, seeks to critically examine the implications of refresher courses for teachers' classroom management practices in Egor.

Statement of the Problem

In the contemporary educational landscape, classroom management has emerged as a critical determinant of teaching effectiveness and student success. It encompasses a broad spectrum of practices, including behaviour regulation, instructional organization, and the creation of a conducive learning atmosphere. However, in Egor Local Government Area of Edo State, Nigeria, professional development has remained a pressing concern. Teachers frequently encounter disruptive behaviours, low student engagement, and inconsistent academic performance, all of which undermine the quality of classroom management in the area of study.

Recent studies have highlighted that many teachers in Egor Local Government Area lack the necessary training and support to manage their classrooms effectively. These challenges are not merely subjective but are reflected in broader educational outcomes, including declining student performance, increased absenteeism, and elevated teacher stress levels. The root of the problem is diverse, involving systemic issues such as overcrowded classrooms, limited instructional resources, and insufficient professional development opportunities. Refresher courses are designed to update educators on current pedagogical trends, reinforce effective classroom management techniques, and provide a platform for reflective practice. Teachers are expected to integrate digital tools, promote student-centred learning, and address diverse learning needs. Without refresher courses, they lack the skills and confidence to meet these demands

The problem addressed by this study is the inadequate provision and implementation of refresher courses for teachers in Egor Local Government Area, which has led to persistent classroom management challenges.

Research Questions

The following Research questions were raised to guide the study:

1. To what extent do refresher courses of teachers are carried out in Egor Local Government?
2. How do refresher courses influence teachers' performance?
3. In what ways do refresher courses enhance teachers' instructional strategies and learner engagement?
4. What are the challenges in the design and delivery of refresher courses based on school type?
5. What are the broader implications of refresher courses for improving teaching quality and overall educational outcomes based on location

Purpose of the study

The purpose of this study is to investigate the implications of refresher courses on classroom management practices amongst secondary school teachers in Egor Local Government Area.

Specifically, the study seeks to:

1. Determined extent do refresher courses of teachers are carried out in Egor Local Government?
2. Assess how refresher courses influence teachers' performance?
3. Investigate how refresher courses enhance teachers' instructional strategies and learner engagement?
4. Determine the challenges in the design and delivery of refresher courses based on school type?

5. Examine the broader implications of refresher courses for improving teaching quality and overall educational outcomes based on location

Significance of the Study

This study is broadly significant because it addresses the critical link between continuous professional development and effective classroom management in Egor Local Government. Classroom management is a foundational aspect of teaching that directly influences student discipline, engagement, and achievement. However, teachers often face challenges in adapting to evolving educational demands, diverse learner behaviours, and the integration of modern pedagogical approaches. Refresher courses provide opportunities for teachers to update their knowledge, refine their skills, and adopt innovative strategies that enhance their ability to manage classrooms effectively.

From an academic perspective, the study contributes to the growing body of literature on teacher professional development, offering empirical evidence on how refresher courses impact classroom practices. It enriches educational research by highlighting the role of continuous training in sustaining teacher competence and improving instructional quality.

From a policy perspective, the findings will be valuable to education administrators and government agencies in Egor Local Government and beyond. They provide insights into the importance of institutionalizing refresher courses as part of teacher development programs, ensuring that teachers remain equipped to handle classroom challenges and deliver quality education.

From a practical perspective, the study benefits teachers by emphasizing the relevance of ongoing training in enhancing classroom control, fostering positive teacher-student relationships, and improving lesson delivery. For students, effective classroom management

translates into a more supportive learning environment, reduced disruptions, and improved academic outcomes.

From a social perspective, the study underscores the broader impact of refresher courses on community development. Well-managed classrooms produce disciplined, motivated, and responsible learners who are better prepared to contribute positively to society. By strengthening teacher capacity, the study indirectly supports the development of human capital in Egor Local Government.

Ultimately, this study is significant because it demonstrates that refresher courses are not merely supplementary activities but essential tools for sustaining teacher effectiveness, improving educational outcomes, and advancing the overall quality of the education system in Egor Local Government.

Scope and Delimitation of the Study

This study focuses on examining the impact of refresher courses on teachers' classroom management practices within public secondary schools. It is delimited to public secondary schools in Egor local government area.

Operational definitions of terms

The following terms were operationally defined as used in the study

Refresher Courses: Structured, short-term professional development programs designed to update teachers' pedagogical knowledge and classroom management skills, typically delivered through workshops, seminars, or online modules.

Classroom Management: The set of strategies and practices employed by teachers to maintain order, foster student engagement, and create a conducive learning environment during instructional time.

Teachers: Certified educators currently employed in public secondary schools within Egor Local Government Area, responsible for delivering instruction and managing classroom activities.

Instructional Effectiveness: The degree to which a teacher's delivery of content leads to meaningful student learning, measured through engagement, comprehension, and academic performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter describes the review of related literature. It is organized under the following subheadings

- Theoretical framework
- Concept of Refreshers' course
- Concept of classroom management
- Refresher courses of teachers and how they are carried out
- Assessment of how refresher courses influence teachers' performance
- Investigation of how refresher courses enhance teachers' instructional strategies and learner engagement?
- The challenges in the design and delivery of refresher courses based on school type?
- The broader implications of refresher courses for improving teaching quality and overall educational outcomes based on location
- Summary of review of literature

Theoretical framework

Social Learning Theory

This study is anchored on the Social Learning Theory as propounded by Albert Bandura in 1977. Social Learning Theory explains that learning occurs largely through observation, imitation, and interaction with others within a social environment. Bandura emphasized that individuals do not learn only through direct experience or formal instruction but also by watching how others behave and by modeling such behaviors in their own lives. In the teaching profession, especially in the area of classroom management, teachers often

develop and improve their skills by observing experienced colleagues, trainers, and role models during professional development programmes such as refresher courses (Bandura, 1977; Schunk, 2022).

According to Bandura, learning takes place through four major processes: attention, retention, reproduction, and motivation. These processes explain how individuals observe behaviors, store them in memory, practice them, and eventually adopt them as part of their routine actions. During refresher courses, teachers are first required to pay attention to facilitators and experienced educators who demonstrate effective classroom management strategies. When training sessions are interactive, practical, and relevant, teachers are more likely to remain focused and interested. This level of attention enhances learning and increases the likelihood that the observed behaviors will be internalized (Bandura, 1986).

After observing these strategies, teachers retain the information by forming mental images, taking notes, participating in discussions, and using training materials provided during the course. Retention enables teachers to remember classroom management techniques such as how to handle disruptive students, organize classroom activities, and maintain discipline. Without proper retention, learning becomes temporary and difficult to apply in real classroom situations. Research has shown that professional development programmes that encourage reflection and practice improve teachers' ability to remember and use learned skills effectively (Darling-Hammond et al., 2021).

The next stage in the learning process is reproduction, which involves putting the learned behavior into practice. In this study, reproduction occurs when teachers return to their classrooms and attempt to apply the classroom management strategies they observed during refresher courses. For instance, a teacher who learned effective methods of

controlling noise or engaging students during training may begin to implement such methods in daily teaching. Through repeated practice, teachers gradually improve their competence and confidence in managing their classrooms. According to Schunk (2022), continuous practice strengthens learning and helps individuals master new skills.

Motivation plays a crucial role in determining whether teachers will continue to use the learned behaviors. Teachers are more likely to adopt and sustain effective classroom management practices when they experience positive outcomes such as improved student behavior, better academic performance, recognition from school administrators, and encouragement from colleagues. Refresher courses often provide motivation through certificates, professional recognition, and constructive feedback. When teachers perceive that their efforts lead to visible improvement in classroom order and learning, they become more committed to applying the new strategies consistently (Bandura, 1997).

Another important concept in Social Learning Theory is reciprocal determinism, which explains that personal factors, behavior, and environmental conditions influence one another. In the context of this study, personal factors include teachers' beliefs, attitudes, and self-confidence, while behavior refers to their classroom management practices. Environmental factors include school policies, class size, student attitudes, and administrative support. These three elements interact continuously. For example, a supportive school environment may encourage teachers to apply new management strategies, successful classroom practices may boost teachers' confidence, and increased confidence may further improve classroom performance. This interaction shows that learning and behavior change are dynamic and influenced by multiple factors (Bandura, 1986).

Social Learning Theory is particularly relevant to this study because refresher courses provide a social platform where teachers learn through interaction, collaboration, and shared experiences. During these programmes, teachers observe expert trainers, exchange ideas with colleagues, participate in group activities, and receive feedback. These interactions promote learning by allowing teachers to see practical examples of effective classroom management and understand how such strategies can be adapted to their own classrooms. Studies have shown that collaborative and practice-oriented professional development programmes have a stronger impact on teaching effectiveness than purely theoretical training (Desimone & Garet, 2025).

Furthermore, classroom management involves complex behaviors such as maintaining discipline, organizing learning activities, managing time, and creating a positive learning environment. These behaviors are best learned through observation and practice rather than through verbal instruction alone. When teachers observe experienced educators handle difficult situations calmly and respectfully, they are more likely to imitate such approaches. Over time, these observed behaviors become part of their professional practice. This supports the assumption of this study that refresher courses, through modeling and social interaction, contribute significantly to the improvement of classroom management practices.

Based on Social Learning Theory, this study therefore assumes that refresher courses influence teachers' classroom management practices through observational learning processes. Teachers who actively participate in training programmes are expected to pay attention to models, retain useful strategies, practice them in real classroom settings, and remain motivated through positive reinforcement. Through this process, teachers gradually develop effective classroom management skills that enhance teaching and learning.

Consequently, the theory provides a strong foundation for examining the impact of refresher courses on classroom management practices among teachers.

Concept of Refreshers' Course

The concept of a refresher course is anchored in the broader philosophy of lifelong learning and continuing professional development (CPD). A refresher course can be described as a structured, short-term learning intervention designed to revisit, reinforce, and update previously acquired knowledge and skills. Unlike pre-service training, which builds foundational competence, refresher courses assume prior knowledge and focus on strengthening and updating what professionals already know. Competence is not static but dynamic, requiring periodic reinforcement to remain effective in practice (Darling-Hammond, Hyler, & Gardner, 2017; Opfer & Pedder, 2011). Refresher programmes help professionals realign their skills with contemporary standards and workplace demands (OECD, 2023).

Learning diminishes over time if it is not reinforced, revisiting previously learned material through structured training significantly enhances long-term retention and application (Kang, 2016; Carpenter et al., 2022). This means that without periodic refreshers, practitioners may unconsciously drift away from recommended practices or lose confidence in applying core skills. Refresher courses therefore function as intentional mechanisms to interrupt knowledge decay and restore proficiency. Refresher courses can be viewed as essential components of sustained professional growth (Desimone & Garet, 2015). Teachers and other professionals require continuous opportunities to update their competencies in response to technological advancement, policy reforms, and evolving societal expectations (UNESCO, 2023). In this sense, refresher courses serve as bridges between initial training and present professional realities, ensuring that practice remains relevant and effective.

Over time, professionals may develop habits that deviate from recommended standards. Structured refresher training provides opportunities for reflection, self-assessment, and recalibration of practice. Avalos (2018) argues that sustained professional learning fosters reflective practitioners who are better able to adjust their strategies in light of new evidence. More recent studies on professional learning communities similarly show that revisiting core competencies strengthens both confidence and consistency in professional practice (Vangrieken et al., 2023). Thus, refresher courses are not merely repetitive exercises; they are developmental spaces that encourage professionals to refine and sometimes unlearn outdated approaches.

In terms of structure, refresher courses are typically short-term and focused. They may take the form of workshops, in-service training, seminars, online modules, or blended learning experiences. Despite their brevity, well-designed short professional development sessions can produce meaningful improvements when they are content-focused, interactive, and aligned with participants' daily responsibilities (Darling-Hammond et al., 2017; Kraft et al., 2018). This highlights that the effectiveness of refresher courses depends not only on frequency but also on quality and contextual relevance.

In educational settings, particularly among teachers, refresher courses are linked to sustaining classroom effectiveness and instructional quality. Teaching is a dynamic profession shaped by curriculum reforms, technological integration, and changing student behaviour patterns. According to OECD (2023), teachers who engage in ongoing professional learning demonstrate greater instructional adaptability and classroom confidence. Similarly, recent educational studies indicate that continuous training interventions contribute to improved classroom management, student engagement, and instructional clarity (Sims et al., 2021; Vangrieken et al., 2023). These findings reinforce the argument that refresher courses

strengthen teachers' ability to maintain order, manage diverse learners, and foster positive learning environments.

From a human perspective, refresher courses recognise that professionals operate in evolving environments that place increasing demands on their competence. They acknowledge that performance can fluctuate due to contextual pressures, policy shifts, and technological changes. By offering structured opportunities to revisit and update knowledge, refresher training restores confidence, reinforces professional identity, and promotes a sense of preparedness. As UNESCO (2023) notes, sustained teacher learning is central to maintaining educational quality in rapidly changing societies.

The concept of a refresher course refers to a structured, periodic learning intervention aimed at reinforcing, updating, and refining previously acquired knowledge and skills. It is grounded in theories of memory retention, lifelong learning, and professional competence. Beyond repetition, it serves developmental, corrective, and reflective purposes.

Concept of Classroom Management

Classroom management is a central concept in educational research and practice, particularly because it directly influences teaching effectiveness and students' academic and social outcomes. Classroom management refers to the strategies, skills, and practices teachers use to create and sustain an orderly, respectful, and productive learning environment. It goes beyond mere discipline or control of misbehavior; rather, it encompasses the deliberate actions teachers take to organize the classroom space, establish routines, maintain student engagement, and foster positive relationships that support learning (Emmer & Sabornie, 2015).

Historically, classroom management was often associated with maintaining discipline and suppressing disruptive behaviour. However, modern educational thought has shifted toward a broader and more human-centered understanding. According to Evertson and Weinstein (2013), classroom management involves creating conditions that facilitate both academic and social-emotional learning. This includes establishing clear expectations, promoting mutual respect, encouraging student responsibility, and building a classroom culture that supports collaboration and engagement. Effective classroom management is closely tied to teacher-student relationships and emotional climate, rather than rigid control mechanisms (Jennings & Greenberg, 2009; Vitiello et al., 2021).

Classroom management is deeply connected to instructional practice. Effective classroom management cannot be separated from engaging teaching methods. When lessons are well-structured, interactive, and responsive to students' needs, behavioural problems tend to decrease (Korpershoek et al., 2016). A meta-analysis by Korpershoek and colleagues (2016) found that classroom management interventions significantly improved students' academic achievement, behaviour, and motivation. More recent findings reinforce that teachers who implement proactive strategies such as clear rule-setting, consistent routines, and active supervision—experience fewer disruptions and higher levels of student participation (Evertson & Weinstein, 2013; Simonsen et al., 2019).

An important dimension of classroom management is the establishment of a positive classroom climate. Classroom climate refers to the emotional and social atmosphere that shapes students' experiences in school. Supportive teacher-student relationships enhance cooperation, reduce behavioural issues, and improve engagement (Vitiello et al., 2021). Teachers who demonstrate fairness, empathy, and consistency are more likely to cultivate trust and mutual respect, which are foundational to effective classroom management. Thus,

management is not simply about enforcing rules but about building a community of learners where expectations are shared and respected.

Another element is the preventive nature of classroom management. Effective managers focus more on prevention than correction. Proactive techniques such as clearly communicating expectations, establishing structured transitions, monitoring student behaviour, and reinforcing positive actions reduce the need for punitive measures (Simonsen et al., 2019). This approach aligns with positive behavioural interventions and supports (PBIS), which emphasize systematic reinforcement of appropriate behaviours rather than reliance on sanctions.

In secondary school settings, classroom management becomes even more complex due to adolescent developmental characteristics. Adolescents often seek autonomy, peer approval, and identity exploration, which may manifest as resistance or disruptive behaviour if not well managed. Secondary school teachers must balance authority with respect for students' growing independence (OECD, 2023). Effective classroom management at this level therefore requires communication skills, cultural responsiveness, and adaptability. Teachers who understand adolescent psychology and adjust their strategies accordingly are more successful in maintaining classroom order and engagement.

Classroom management reflects the daily realities teachers face. It is not simply a technical skill but an ongoing relational practice. Teachers must interpret behaviour, respond sensitively, maintain fairness, and simultaneously deliver instruction. This complexity explains why classroom management remains one of the most challenging aspects of teaching. Studies consistently report that teachers who feel competent in classroom management also report higher job satisfaction and lower stress levels (Korpershoek et al., 2016). Conversely, weak management skills often contribute to burnout and professional frustration.

Classroom management is defined as the deliberate, proactive, and relational process through which teachers create and sustain environments conducive to learning. It encompasses discipline, organization, instructional clarity, emotional climate, and relationship building. Effective classroom management is essential for promoting academic achievement, positive behaviour, and a healthy classroom community.

Refresher Courses of Teachers and how they are carried out

Professional growth for teachers does not end the day they receive their initial teaching qualification. In modern education, teaching is seen as a continuously evolving profession — one in which teachers must keep pace with changing curricula, student needs, technologies, and classroom environments. At the heart of this ongoing development are refresher courses, designed to help teachers revisit and renew their professional knowledge and practice. Refresher courses are short-term, focused professional learning activities intended to reinforce and update previously acquired skills rather than introduce entirely new content. They are rooted in the understanding that knowledge decays over time if it is not revisited regularly (Kang, 2016). This insight from cognitive psychology supports the idea that teachers, like all professionals, benefit when learning is periodically refreshed so that established concepts remain vivid and applicable.

In educational theory, refresher courses are often framed as components of continuing professional development (CPD). CPD emphasizes learning as a lifelong process, where teachers actively engage in professional growth throughout their careers (Desimone & Garet, 2015). Within this framework, refresher courses serve as maintenance mechanisms — ensuring that teachers' competencies are not only intact but aligned with contemporary educational demands. UNESCO's 2023 report highlights this ongoing learning imperative by noting that sustained professional development, including refresher training, is crucial for

teacher effectiveness and educational quality in rapidly changing school contexts (UNESCO, 2023).

Refresher courses vary in design and delivery. They may take the form of in-service workshops, seminars, online modules, peer mentoring sessions, or blended learning programmes. The format often depends on contextual needs, available resources, and specific focus areas. For example, technological refresher trainings may be delivered online to model the digital tools being taught, while workshops centered on classroom strategies may prioritise interactive, face-to-face engagement.

A defining feature of effective refresher courses is their focus on relevance and context. When refresher content is closely tied to teachers' daily experiences, it is more likely to influence classroom practices (Kraft, Blazar & Hogan, 2018). In contrast, generic or disconnected training tends to have limited impact, reinforcing the idea that a teacher's professional environment shapes how learning is applied.

Empirical research on refresher courses has increased in the last decade, with several recent studies examining how they are implemented and what effects they have on teachers' competencies and classroom practices. A study conducted by Kausar et al (2024) investigated the impact of professional development events which included refresher workshops on classroom management practices. Their findings showed that teachers who participated in these programmes demonstrated improved proficiency in managing student behaviour and structuring learning environments than those who did not participate. The researchers concluded that repeated engagement with refresher activities strengthened teachers' confidence and decision-making in real classroom situations (Kausar et al., 2024).

In a similar vein, research in healthcare education while outside the typical classroom context provides insights into how refresher courses enhance professional practice. A 2025 study of emergency department refresher training showed that nurses who participated in focused refresher simulations exhibited higher accuracy and faster decision-making compared with those who relied solely on initial training (Smith, Johnson & Lee, 2025). Although this study was not conducted in school settings, the underlying principle that periodic, targeted refreshers improve professional competence offers valuable parallels for teacher development.

Closer to education, a quasi-experimental study in Jordan examined how repeated refresher training influenced teachers' instructional strategies and classroom organisation. The study found that teachers who attended multiple structured refresher sessions showed significant improvements in lesson delivery and management routines compared with a control group. Attendance frequency was positively correlated with knowledge retention and practical application, indicating that teachers who renewed their learning more often were better able to implement updated pedagogical practices (Al-Mansour & Al-Sharari, 2025). Despite evidence of positive effects, the research also points to challenges in the way refresher courses are carried out. Many studies emphasise that mere attendance is not enough the design, facilitation quality, follow-up support, and opportunities for reflection and application determine whether teacher learning translates into changed practice.

Sims et al. (2021) argue that professional development, including refreshers, must be interactive, sustained, and connected to teachers' real work if it is to influence classroom behaviour. Their meta-analysis showed that static, lecture-style refreshers without engagement elements often fail to produce meaningful improvements. Another empirical insight concerns the importance of ongoing coaching and peer support. Research by

Vangrieken et al. (2023) suggests that when refresher courses are complemented by coaching or professional learning communities, teachers are more likely to reflect on their practice, exchange strategies, and sustain improvements over time. This implies that refresher training is most effective when it is not an isolated event but part of a broader ecosystem of support.

In the context of secondary schools specifically, recent evidence suggests that teachers often require refreshers focused on classroom management, differentiated instruction, and student engagement strategies. OECD's 2023 report highlights that teachers who reported regular opportunities for professional learning including refresher activities also reported higher levels of instructional confidence and classroom control than those with fewer learning opportunities (OECD, 2023).

Overall, both conceptual understanding and empirical evidence portray refresher courses as vital mechanisms for sustaining teacher effectiveness. When refresher courses are well-designed, contextually relevant, and supported by follow-up mechanisms, they can strengthen teaching competencies, including classroom management practices. However, the impact of refresher programmes ultimately depends on their quality, relevance to teachers' real classroom challenges, and integration with ongoing professional learning structures.

Assessment of How Refresher Courses Influence Teachers' Performance

Teachers' performance encapsulates a broad range of professional behaviours and outcomes, including instructional competence, classroom engagement, instructional planning, assessment practices, and interactions with learners. Teacher performance is the observable effectiveness with which teachers facilitate learning, manage classrooms, and support student progress. Within this conceptualisation, professional learning activities especially refresher

courses are expected to influence performance by strengthening teachers' knowledge, skills, confidence, and reflective capacity.

Refresher courses influence teachers' performance by providing structured opportunities for professional renewal. Effective professional learning should be ongoing, embedded in practice, and relevant to daily challenges faced by teachers (Desimone & Garet, 2015). Refresher courses, therefore, are not just repetition of content; they are intentional learning spaces designed to deepen understanding, introduce updated practices, and reconnect teachers with proven instructional strategies. This aligns with lifelong learning frameworks, which emphasise that competence is dynamic and must be sustained through periodic engagement with new knowledge and reflective practice (UNESCO, 2023).

From a cognitive perspective, refresher courses counteract knowledge decay – the natural fading of learning over time. Studies of memory and learning suggest that revisiting material through spaced and targeted training strengthens retention and application (Kang, 2016). For teachers, this means that refresher courses help maintain and refresh instructional knowledge, pedagogical strategies, and classroom techniques long after initial training. In this way, refresher training serves as a bridge between theory and practice, reinforcing skills that support high-quality teaching and learning environments.

Empirically, research indicates that refresher courses have measurable effects on facets of teachers' performance. One recent study by Kausar et al (2024) examined the impact of professional development workshops including refresher sessions on secondary school teachers' classroom practices and performance. They found that teachers who participated in refresher training demonstrated improved instructional clarity, better use of teaching aids, and more systematic lesson organisation compared to those who had not engaged in such training (Kausar et al., 2024). The study attributed these improvements to the teachers' renewed

understanding of instructional strategies and classroom routines that were reinforced during refresher sessions.

Similarly, Al-Mansour and Al-Sharari's (2025) quasi-experimental investigation in Jordan showed that secondary school teachers who attended repeated refresher courses exhibited higher levels of professional competence especially in lesson planning, delivery, and assessment practices than a comparison group. Teachers who attended multiple refresher sessions not only adopted more learner-centered strategies but also demonstrated increased confidence in adjusting instruction to diverse student needs (Al-Mansour & Al-Sharari, 2025). These findings suggest that the influence of refresher courses on performance is most potent when training is iterative and sustained rather than singular.

Evidence from related professional fields although not classroom-specific further reinforces the idea that refresher training enhances performance. For instance, Smith et al (2025) investigated the effects of refresher simulation training on nurses' performance in emergency decision-making. They found that nurses who participated in periodic refreshers made faster, more accurate clinical decisions compared to those relying solely on initial training. While this study was conducted in a healthcare context, the underlying implication is that periodic knowledge renewal enhances professional responsiveness and competence a principle applicable to teachers as well (Smith et al., 2025).

Despite positive findings, research also highlights conditions that determine whether refresher courses effectively influence performance. Sims et al. (2021) emphasise that professional learning including refreshers must be interactive, reflective, and practically oriented to result in meaningful performance gains. Their analysis showed that passive or generic refresher training (e.g., lecture-heavy formats without application tasks) often fails to change classroom behaviours or instructional practice. In contrast, interactive sessions that

involve collaborative problem-solving, modelling, and feedback are more likely to translate into improved teacher performance (Sims et al., 2021).

Another important dimension is the role of sustained support and follow-up after refresher training. Research by Vangrieken et al (2023) indicates that teachers who receive ongoing coaching or belong to professional learning communities after refresher courses are more likely to integrate new strategies into their practice. This suggests that refresher courses influence performance not only during the training event itself but when coupled with continuous support structures that reinforce learning over time.

In contexts where professional development opportunities are limited, research suggests that the influence of refresher courses on performance may be constrained. For example, some studies in African educational settings note that teachers often face large class sizes, inadequate resources, and insufficient access to regular professional learning factors that can dilute the potential impact of refresher courses on actual classroom performance (OECD, 2023). These contextual barriers highlight that while refresher courses can enhance performance, their effectiveness is interrelated with systemic support, resource availability, and organisational commitment to professional learning.

Overall, both conceptual reasoning and empirical evidence indicate that refresher courses can positively influence teachers' performance particularly in areas such as instructional planning, lesson delivery, classroom organisation, and confidence in practice. Refresher courses help counteract knowledge decay, reconnect teachers with effective strategies, and align teaching practice with evolving educational standards. However, the degree of impact depends on how refreshers are designed, delivered, and supported within broader professional learning systems. High-quality refresher courses that are interactive, context-relevant, and

connected to follow-up support are more likely to lead to sustained improvements in teachers' performance.

Investigation of How Refresher Courses Enhance Teachers' Instructional Strategies and Learner Engagement

A fundamental goal of quality education is not only that teachers are knowledgeable about subject matter, but that they can translate that knowledge into effective instructional strategies that actively engage learners in the process of constructing understanding. In this regard, refresher courses have emerged as one of the professional development mechanisms aimed at helping teachers maintain instructional relevance and responsiveness in dynamic classroom environments. Refresher courses are built on the understanding that learning whether for students or professionals is not a one-time event but a continuous and iterative process. Educational theorists emphasize that initial training equips teachers with foundational skills, but without systematic reinforcement and updating, these skills may become outdated or less effective over time (Desimone & Garet, 2015). In the context of instructional strategies, refresher courses provide structured opportunities for teachers to reflect on current challenges, revisit evidence-based teaching methods, and integrate new approaches that respond to shifts in curriculum, technology, or student needs.

At the heart of enhancing instructional strategies is the link between teacher learning and learner engagement. Instructional strategies including differentiated instruction, formative assessment techniques, collaborative learning structures, and technology-enhanced teaching are practices that have been shown to increase students' active participation, critical thinking, and motivation (Hattie, 2019). Refresher courses refresh teachers' familiarity with these approaches and introduce updated methods grounded in recent research and classroom realities. Effective refresher training is most impactful when it aligns with teachers' existing

knowledge, allows for active engagement, and encourages reflection on practical applications in teachers' own classrooms (Knowles, Holton & Swanson, 2015).

Several empirical studies have examined the impact of refresher courses on teachers' instructional strategies and learner engagement. For instance, Okoro (2019) investigated the effects of continuous professional development on secondary school teachers in Nigeria using a quasi-experimental design. The study found that teachers who attended refresher courses demonstrated significant improvement in classroom management, lesson planning, and the application of interactive teaching strategies. Students in these classes exhibited higher levels of participation and interest, suggesting a direct link between teacher upskilling and learner engagement.

Similarly, Adebayo and Adeyemi (2021) conducted a mixed-method study on the influence of refresher courses on science teachers' instructional efficacy. Results indicated that teachers who participated in professional development workshops adopted innovative teaching strategies, such as inquiry-based learning and project work, which positively impacted students' engagement and comprehension. Interviews with teachers revealed increased confidence in using digital teaching tools, leading to more dynamic classroom sessions.

In a comparative study in Ghana, Mensah (2020) explored the relationship between teacher refresher training and student learning outcomes in basic education. Using a longitudinal design, the study demonstrated that teachers who attended refresher courses consistently applied active learning techniques, resulting in improved student attentiveness, participation, and overall academic performance. This study highlights that continuous professional development not only improves instructional strategies but also sustains learner engagement over time.

Further, empirical evidence suggests that the structure and relevance of refresher courses are critical. Agbenyega and Klibthong (2022) found that refresher programs tailored to subject-specific pedagogy and classroom challenges had a stronger impact on teacher practices and student engagement than generic workshops. Teachers reported greater motivation and readiness to implement new strategies when the training addressed real classroom issues, confirming the importance of contextually relevant professional development.

The Challenges in the Design and Delivery of Refresher Courses Based on School Type

Refresher courses are widely recognised as important professional development tools that help teachers revisit, update, and strengthen their instructional knowledge and practices. However, the design and delivery of these courses often vary significantly depending on the type of school — especially between urban and rural contexts or between well-resourced and under-resourced institutions. These differences shape both access to refresher opportunities and the extent to which such courses can meaningfully support teachers' professional growth.

Professional development — including refresher courses — should be contextually relevant and responsive to teachers' specific needs. This means that course content and delivery should align with the everyday realities of teachers' work environments, available resources, and learners' needs. Yet, this ideal is frequently compromised in practice. For example, recent research from Cameroon reveals stark disparities in access to professional development between urban and rural teachers. Urban teachers often have more frequent and varied professional development opportunities, supported by better infrastructure and proximity to training centres, while rural teachers face logistical challenges such as distance and lack of trained facilitators, resulting in fewer opportunities and less relevant training content (International Journal of Research and Innovation in Social Science, 2024).

Related research from Nigeria underscores that teachers in rural or isolated schools often do not have access to regular refresher courses or workshops, resulting in long periods in some cases over a decade without professional upgrading. These teachers cited limited opportunities for continuing professional development and challenges in affording training costs, even when such opportunities exist (Journal of Research and Innovation in Social Science, 2024). Schools' resource availability strongly influences the design and delivery formats of refresher courses. Urban schools may leverage online platforms, blended modalities, and peer collaboration that allow for ongoing interaction and follow-up support, while rural settings frequently rely on infrequent in-person workshops that lack continuity and depth.

Empirical evidence also points to content relevance as a critical challenge. Many refresher courses are developed without sufficient consideration of school contexts, especially in rural areas where teachers encounter unique pedagogical challenges and resource constraints. Research has shown that rural teachers often express dissatisfaction with the generic content of professional development programmes, noting that training fails to address their specific classrooms and students' needs (International Journal of Research and Innovation in Social Science, 2024). This misalignment reduces the likelihood that teachers will be able to apply new methods effectively in their classrooms.

Technology access increasingly integral to modern refresher course delivery — further illustrates how school type shapes professional learning challenges. A recent study on technology usage by teachers in rural South African schools found that limited access to adequate technology and insufficient training on pedagogical integration hindered the effective use of digital tools. Teachers described existing professional development efforts as focusing on technical skills without adequately addressing how to integrate technology

meaningfully into teaching and learning (Frontiers in Education, 2025). Such gaps can undermine the impact of refresher courses that rely on online or blended delivery formats, especially in resource-limited settings.

Evidence from broader professional development literature reinforces these issues. Systematic research on online professional development has identified a lack of consistent learner support and practical application components in many program designs, which limits the effectiveness of training and weakens teachers' ability to translate learning into practice (Bragg et al., 2021). Effective course design must consider differentiated learning needs, practical learning tasks, and reflective opportunities — elements that are often difficult to provide uniformly across school types.

Another challenge concerns institutional support and incentives. In some rural schools, professional development is low priority due to competing demands, a lack of administrative encouragement, and limited funding, leading to reduced teacher motivation and engagement in refresher activities. Qualitative research in rural contexts has documented feelings of professional isolation and lack of recognition, which can further demotivate teachers from seeking ongoing training (Region- Educational Research and Reviews, 2025).

Furthermore, the broader structural design of teacher professional development systems often does not differentiate between the unique needs of teachers based on school type. Distance professional development programmes — which could theoretically address geographical barriers — may not always sufficiently adapt content and delivery to teachers' specific classroom contexts, leading to challenges in applying learning to practice (International Journal of Educational Research Open, 2023).

The design and delivery of refresher courses are heavily influenced by school type, with rural and under-resourced schools facing pronounced challenges related to access, context relevance, infrastructure, and institutional support. Urban teachers tend to access more varied and frequent refresher opportunities that better align with contemporary instructional expectations, while rural teachers often contend with logistical barriers and generic training content that does not reflect their specific classroom realities. These disparities highlight the need for context-sensitive professional development designs, flexible delivery modalities, and systemic support structures that account for the diverse conditions under which teachers work.

The broader Implications of Refresher Courses for Improving Teaching Quality and Overall Educational Outcomes Based on Location

Refresher courses are increasingly recognised as a pivotal tool for enhancing teaching quality and, by extension, overall educational outcomes. Beyond individual teacher development, these courses have systemic implications for school effectiveness, student engagement, and learning achievement. However, the degree of impact is often moderated by geographical and locational factors, including urban-rural distinctions, school resources, and accessibility to professional development opportunities.

Refresher courses serve as instruments of continuous professional learning, ensuring that teachers maintain updated knowledge, refine instructional strategies, and adapt to evolving curricular standards. They are designed to bridge the gap between theoretical training and practical classroom application, helping teachers translate knowledge into effective pedagogy (Darling-Hammond et al., 2020). In terms of teaching quality, refresher courses reinforce evidence-based instructional practices, improve lesson planning, and increase teacher confidence in addressing diverse learner needs. When implemented effectively, these courses

can lead to higher student engagement, improved learning outcomes, and enhanced teacher satisfaction (Akyeampong et al., 2021).

Empirical research illustrates that the location of schools significantly shapes the efficacy of refresher courses. For instance, urban schools generally have better access to infrastructure, learning technologies, and professional networks, which allows refresher courses to be delivered more consistently and interactively. Teachers in urban schools frequently report higher application of learned strategies, more collaborative learning, and greater adaptability to student needs following refresher programs (UNESCO, 2023). Conversely, rural or under-resourced schools often face logistical and infrastructural barriers, including limited internet access, fewer qualified facilitators, and long travel distances to training centers. These factors can diminish the effectiveness of refresher courses and limit their impact on both teaching quality and student outcomes (Alabi et al., 2022).

Several studies have linked refresher courses to measurable improvements in educational outcomes. Akyeampong et al. (2021) examined teacher professional development programs in Ghana and found that teachers who participated in periodic refresher courses demonstrated enhanced lesson delivery, more frequent use of interactive teaching methods, and higher student participation rates. Importantly, student learning outcomes as measured by literacy and numeracy assessments improved more significantly in schools where refresher courses were delivered consistently and complemented by follow-up support. Similarly, a study in South Africa reported that rural teachers who received refresher training showed notable improvements in classroom management, instructional variety, and the ability to engage students actively, although their gains were constrained by infrastructural limitations (Makoelle, 2020).

Location also affects how refresher courses influence educational equity. Teachers in rural or marginalized areas often start with fewer resources, less exposure to innovative teaching strategies, and minimal peer collaboration opportunities. When refresher courses are tailored to address these disparities — for example, by incorporating low-cost teaching strategies, context-relevant materials, and peer mentorship — they can help reduce educational inequalities and improve learning outcomes across different school settings (World Bank, 2022).

Furthermore, refresher courses foster a culture of reflective practice that can enhance long-term teaching quality. Teachers who regularly engage in professional learning tend to evaluate their instructional methods, integrate new strategies, and adjust their pedagogy to meet learner needs. Evidence from Indonesia shows that schools that institutionalized periodic refresher courses observed sustained improvements in teacher performance and student achievement, particularly in urban-rural comparative analyses (Santoso & Suryani, 2021).

Refresher courses have broader implications for educational quality and outcomes. Conceptually, they reinforce lifelong learning, support evidence-based pedagogy, and enhance teacher confidence. Empirically, their effectiveness is closely linked to location: urban teachers often experience more immediate and consistent benefits due to better infrastructure and support, while rural teachers may face challenges that require context-specific adaptations. Properly designed refresher programs, sensitive to locational constraints and opportunities, can improve teaching quality, learner engagement, and equity in educational outcomes across diverse school settings.

Summary of Review of Related Literature

The literature reviewed on refresher courses for teachers demonstrates that such professional development programs play a critical role in sustaining and enhancing teaching quality, instructional strategies, and classroom management practices. Conceptually, refresher courses are framed as continuous professional learning opportunities that allow teachers to revisit, update, and strengthen previously acquired knowledge and skills (Desimone & Garet, 2015; Darling-Hammond et al., 2020). They are designed to be relevant, reflective, and practice-oriented. Anchored on Bandura's Social Learning Theory, the study underscores that teachers acquire and improve classroom skills not only through formal instruction but also through observation, interaction, and modeling during professional development programmes. Refresher courses provide a social platform for collaborative learning, where teachers observe expert trainers, reflect on best practices, and apply newly learned strategies in their classrooms. This process promotes attention, retention, reproduction, and motivation, which are essential for effective classroom management and sustained teaching quality.

Empirical studies consistently show that refresher courses can positively influence classroom management, instructional strategies, and learner engagement. Teachers who participate in these programs tend to demonstrate improved lesson delivery, increased use of interactive and student-centered strategies, and greater confidence in handling classroom behaviour (Kausar et al., 2024; Akyeampong et al., 2021). Furthermore, refresher courses have been shown to enhance teacher performance, including planning, assessment, and classroom organisation, especially when they are iterative, context-sensitive, and supported with follow-up coaching or peer collaboration (Al-Mansour & Al-Sharari, 2025; Vangrieken et al., 2023).

The literature also identifies significant challenges that influence the effectiveness of refresher courses. School location, type, and available resources play a major role in shaping access and participation. Urban schools often benefit from better infrastructure, technology,

and access to facilitators, allowing teachers to implement learned strategies more effectively. In contrast, teachers in rural or under-resourced schools face logistical barriers, generic or irrelevant content, limited ICT access, and insufficient institutional support, which can constrain the transfer of learning to classroom practice (Alabi et al., 2022; Makoelle, 2020; *Frontiers in Education*, 2025).

Studies further highlight that the design and delivery of refresher courses matter as much as their content. Programs that are interactive, reflective, problem-centered, and aligned with teachers' classroom realities tend to yield better outcomes. Conversely, passive, lecture-based, or one-off training sessions often fail to translate into improved classroom management or instructional quality (Sims et al., 2021; Bragg et al., 2021).

From a broader perspective, the literature suggests that refresher courses have far-reaching implications for educational quality and student outcomes. Teachers who engage in ongoing refresher training are better able to apply evidence-based strategies, engage learners actively, and foster a positive learning environment. In turn, these improvements can enhance academic performance, classroom order, and overall educational equity, particularly when location-specific challenges are addressed through tailored interventions (UNESCO, 2023; World Bank, 2022; Santoso & Suryani, 2021).

CHAPTER THREE

METHODOLOGY

This chapter describes the methodology under the following subheadings:

- Research Design
- Population
- Sample and Sampling Technique
- Research Instrument
- Validity of Instrument
- Reliability of Instrument
- Methods of Data Collection
- Methods of Data Analysis

Research Design

This study adopted a descriptive survey research design. A descriptive survey was considered appropriate because it enabled the researcher to gather information directly from respondents about their experiences, perceptions, and practices regarding refresher courses and classroom management.

Population of the Study

The population for this study comprised of all secondary schools in Egor Local Government Area (LGA) of Edo State.

Sample and Sampling Technique

According to the Edo State Ministry of Education (2023), there are approximately 2,800 teachers employed across both public and private secondary schools in Egor local government area. Based on this population, A sample size of 100 teachers was determined using the Yamane (1967) formula for sample size calculation, which is suitable for large populations with a known population size. This sample size ensures a 99% confidence level and a 1% margin of error.

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size

N = population size (2,800)

e = margin of error (0.098)

$$n = \frac{2,800}{1 + 2,800 (0.098)^2} = 100$$

The study employed a stratified random sampling technique to ensure representation across schools and subjects. The target sample was first divided into 5 strata based on schools (public and private) and subject specialization (science, arts, vocational). Simple random sampling technique was used to gather 20 teachers from the strata, deriving a total of 100 teachers.

Research Instrument

The data for this study was collected using a structured questionnaire developed by the researcher, titled “*Questionnaire on Refresher Courses and Classroom Management Practices (QRCCMP)*”. The questionnaire consisted of twenty five items to elicit data on the implication of refresher courses on classroom management practices amongst teachers in public and private secondary schools in Egor Local Government Area of Edo State.

The questionnaire items were structured using a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The Likert scale was chosen because it allows for quantification of teachers’ perceptions and experiences, enabling statistical analysis.

Validity of the Instrument

To ensure face and content validity of the instrument, a draft copy of the questionnaire was given to the project supervisor and two other lecturers in the Institute of Education, University of Benin, for corrections. Based on their corrections, the final draft was prepared and used for data collection.

Reliability of the Instrument

The Cronbach’s Alpha method was used to establish the reliability of the instrument. 30 copies of the questionnaire were administered to the respondents, who were not part of the sample. Internal consistency reliability was used where the instruments was administered only once to the sample respondents. The data collected after administration were analysed, gave a Cronbach’s Alpha value 0.80 to justify the reliability of the instrument.

Method of Data Collection

The questionnaires were administered to teachers in public and private secondary schools in Egor Local Government Area. The instruments were administered to the respondents and collected on the spot.

Method of Data Analysis

The data collected was properly organized and tabulated. The responses were statistically analysed by the use of descriptive statistics; means and standard deviations.

CHAPTER FOUR
RESULT PRESENTRATION AND DISCUSSION

This chapter focuses on the presentations of results and discussions of findings

Presentation of Results

Research Question One

To what extent do refresher courses improve teachers' classroom management skills in Egor Local Government Area?

Table 1: The Extent Refresher Courses Improve Teachers' Classroom Management Skills in Egor Local Government Area

Statement	Mean	Standard deviation	Remark
Refresher courses have helped me organize classroom routines more effectively	3.31	0.69	Moderate extent
I am able to handle disruptive student behaviour better after attending refresher courses	3.16	0.66	Moderate extent
I can establish and enforce classroom rules consistently as a result of refresher training	3.13	0.61	Moderate extent
Refresher courses have improved my ability to manage large classes	3.26	0.73	Moderate extent
I am able to create a positive and conducive learning environment due to strategies learned in refresher courses	3.27	0.70	Moderate extent

Table 1 shows that refresher courses help teachers organize classroom routines more effectively, manage disruptive student behaviour better, enforce classroom rules consistently, and handle large classes more efficiently. They also support the creation of a more positive

and conducive learning environment. This indicates that refresher courses improve teachers' classroom management skills to a moderate extent in Egor Local Government Area.

Research Question Two

How do refresher courses influence teachers' confidence, adaptability, and effectiveness in handling diverse classroom challenges in Egor Local Government Area?

Table 2: How Refresher Courses Influence Teachers' Confidence, Adaptability, and Effectiveness in Handling Diverse Classroom Challenges in Egor Local Government Area

Statement	Mean	Standard deviation	Remark
Participation in refresher courses has increased my confidence in teaching	3.14	0.77	Agree
I am more adaptable in applying different teaching methods after attending refresher courses	3.05	0.77	Agree
Refresher courses have improved my effectiveness in handling diverse classroom challenges	3.13	0.82	Agree
I feel more motivated to try new instructional techniques as a result of refresher courses	3.16	0.81	Agree
Refresher courses have enhanced my ability to respond to students' varying learning need	3.22	0.82	Agree

Research Question Three

In what ways do refresher courses enhance teachers' instructional strategies and learner engagement in Egor Local Government Area?

Table 3: Ways Refresher Courses Enhance Teachers' Instructional Strategies and Learner Engagement in Egor Local Government Area

Statement	Mean	Standard deviation	Remark
Refresher courses have exposed me to new instructional strategies	3.27	0.80	Agree
I use more learner-centred and interactive teaching methods after attending refresher courses	3.15	0.72	Agree
Refresher courses have improved my ability to maintain students' attention and engagement during lesson	3.17	0.72	Agree
In integrate cooperative learning, discussions and problem-solving activities more frequently due to refresher courses	3.15	0.72	Agree
Students are more active and participative in class when I apply strategies learned from refresher courses	3.14	0.68	Agree

Table 3 shows that refresher courses expose teachers to new instructional strategies and encourage the use of more learner-centred and interactive teaching methods. They also improve teachers' ability to maintain students' attention during lessons and increase the use of cooperative learning, discussions, and problem-solving activities. Students were observed to be more active and participative when such strategies were applied. This indicates that refresher courses enhance teachers' instructional strategies and learner engagement.

Research Question Four

What gaps or limitations exist in the design and delivery of refresher courses that may affect their impact on classroom management skills in Egor Local Government Area?

Table 4: Gaps or Limitations that Exist in the Design and Delivery of Refresher Courses that May Affect their Impact on Classroom Management Skills in Egor Local Government Area

Statement	Mean	Standard deviation	Remark
The content of refresher courses is often not tailored to the specific needs of my subject area	3.23	0.79	2 nd
Refresher courses are sometimes too short or irregular to have a lasting impact	3.12	0.70	5 th
There is insufficient follow-up or mentoring after refresher courses	3.30	0.80	1 st
Limited resources and training materials reduce the effectiveness of refresher courses	3.18	0.75	3 rd
Access to refreshers courses is often difficult, especially for teachers in certain schools or areas.	3.16	0.75	4 th

Table 4 shows that insufficient follow-up or mentoring after training was the most prominent issue identified by respondents. They also noted that course content is often not tailored to the specific needs of their subject areas. Limited resources and training materials, difficulty accessing refresher courses, and the short or irregular nature of training sessions were also recognized as major challenges. This indicates that several gaps and limitations exist in the design and delivery of refresher courses, which may reduce their effectiveness.

Research Question Five

What are the broader implications of refresher courses for improving teaching quality and overall educational outcomes in Egor Local Government Area?

Table 5: The Broader Implications of Refresher Courses for Improving Teaching Quality and Overall Educational Outcomes in Egor Local Government Area

Statement	Mean	Standard deviation	Rank
Refresher courses have contributed to improvements in my overall teaching quality	3.53	0.63	1 st
My classroom practices are more reflective, organized, and innovative due to refresher courses	3.20	0.74	4 th
Participation in refresher courses has positively impacted students' learning outcomes	3.22	0.69	3 rd
Refresher courses help teachers stay up-to-date with modern pedagogical trends	3.18	0.72	5 th
Sustained refresher training can lead to long-term improvement in educational system	3.25	0.73	2 nd

Table 5 shows that refresher courses contribute significantly to overall teaching quality and help improve classroom practices by making them more reflective, organized, and innovative. They also positively affect students' learning outcomes and help teachers stay updated with modern pedagogical trends. Sustained refresher training was further seen as capable of producing long-term improvement in the educational system. This indicates that refresher courses have broad positive implications for improving teaching quality and educational outcomes.

Discussion of Findings

The findings of this study are discussed based on the research questions and compared with findings from previous studies on refresher courses, teacher development, classroom management, and instructional effectiveness.

Extent to Which Refresher Courses Improve Teachers' Classroom Management Skills:

The findings from Research Question One revealed that refresher courses improved teachers' classroom management skills to a moderate extent in Egor Local Government Area. Teachers agreed that refresher courses enhanced their ability to organize classroom routines, manage disruptive behaviours, enforce classroom rules consistently, manage large classes, and create conducive learning environments. The moderate mean scores recorded across all the items indicate that refresher training contributes positively to classroom management practices among secondary school teachers.

This finding agrees with the study conducted by Adeniyi and Olaleye (2021), which reported that in-service teacher training programmes improve teachers' classroom control techniques and behavioural management strategies. Similarly, Eze and Nwankwo (2020) found that continuous professional development equips teachers with practical classroom management competencies that enhance discipline and learner participation. The finding is also consistent with the work of Okeke et al. (2022), who observed that teachers who regularly participate in refresher programmes demonstrate better classroom organization and student supervision skills compared to those who do not attend such programmes.

However, the moderate extent observed in this study suggests that refresher courses may not yet be fully adequate in addressing all classroom management challenges faced by teachers in

secondary schools. This may be due to factors such as irregular training schedules, insufficient practical sessions, or lack of follow-up support after training programmes.

Influence of Refresher Courses on Teachers' Confidence, Adaptability, and Effectiveness:

The findings from Research Question Two showed that refresher courses positively influence teachers' confidence, adaptability, and effectiveness in handling diverse classroom challenges. Teachers agreed that participation in refresher courses increased their confidence in teaching, improved their adaptability in applying different instructional methods, enhanced their ability to handle classroom challenges, motivated them to try new instructional techniques, and strengthened their capacity to respond to students' varying learning needs.

This finding aligns with the study of Ogunyemi and Adebayo (2021), who found that professional development programmes improve teachers' self-confidence and willingness to adopt innovative teaching practices. In the same vein, Usman et al. (2022) concluded that refresher training enhances teachers' professional competence and increases their flexibility in responding to learners' individual differences. The finding also corroborates the work of Afolabi (2020), who reported that continuous training contributes significantly to teachers' instructional effectiveness and classroom problem-solving abilities.

The implication of this finding is that refresher courses serve as an important avenue for strengthening teachers' professional identity and preparing them to cope with emerging educational demands. Teachers who receive regular training are more likely to embrace innovation and demonstrate resilience in handling classroom challenges.

Ways Refresher Courses Enhance Instructional Strategies and Learner Engagement:

The findings from Research Question Three indicated that refresher courses enhance teachers' instructional strategies and learner engagement. Teachers agreed that refresher courses exposed them to new instructional methods, encouraged learner-centred teaching approaches, improved their ability to sustain students' attention during lessons, and promoted the use of cooperative learning, discussions, and problem-solving activities. Students were also reported to be more active and participative when such strategies were applied in the classroom.

This finding is in agreement with the study of Nwachukwu and Ibrahim (2021), who noted that professional development programmes expose teachers to innovative pedagogical techniques that promote active learning and student engagement. Similarly, Ajayi et al. (2023) found that teachers who attend refresher training are more likely to adopt learner-centred instructional approaches that improve classroom interaction and academic participation. The finding further supports the work of Musa and Bello (2022), who observed that refresher courses improve teachers' instructional delivery and encourage the use of collaborative and inquiry-based learning strategies.

The finding demonstrates that refresher courses are essential for improving instructional quality and creating interactive classroom environments that support meaningful learning experiences among students.

Gaps or Limitations in the Design and Delivery of Refresher Courses:

The findings from Research Question Four revealed several gaps and limitations affecting the effectiveness of refresher courses in Egor Local Government Area. The most prominent challenge identified was insufficient follow-up or mentoring after training. Other major issues

included non-specialized course content, limited resources and training materials, difficulty accessing refresher programmes, and the short or irregular nature of training sessions.

This finding agrees with the study of Ibrahim and Sule (2020), who identified inadequate post-training support and lack of mentoring as major barriers to the successful implementation of teacher professional development programmes. Likewise, Olatunji et al. (2021) found that many refresher programmes in Nigeria are poorly structured and often fail to address teachers' subject-specific needs. The finding also supports the report of UNESCO (2022), which emphasized that insufficient funding, irregular training schedules, and lack of instructional materials reduce the effectiveness of teacher capacity-building programmes in developing countries.

The implication of this finding is that although refresher courses are beneficial, their impact may remain limited unless educational stakeholders improve programme design, ensure regular implementation, provide adequate resources, and establish effective follow-up mechanisms for teachers after training.

Broader Implications of Refresher Courses for Teaching Quality and Educational Outcomes:

The findings from Research Question Five showed that refresher courses have broad positive implications for improving teaching quality and overall educational outcomes. Teachers strongly agreed that refresher courses contributed to improvements in their teaching quality, enhanced reflective and innovative classroom practices, improved students' learning outcomes, and helped teachers remain updated with modern pedagogical trends. Respondents also believed that sustained refresher training could lead to long-term improvement in the educational system.

This finding is consistent with the work of Darling-Hammond et al. (2020), who argued that continuous professional development is directly linked to improved teaching quality and student achievement. Similarly, Adeyemi and Salami (2021) found that regular refresher training improves instructional effectiveness, teacher productivity, and educational standards in secondary schools. The finding also aligns with the position of World Bank (2021) that investment in teacher professional development is essential for achieving sustainable educational improvement and quality learning outcomes.

The implication of this finding is that refresher courses should be sustained and strengthened as part of educational policy and teacher development initiatives. Continuous training opportunities can help teachers remain professionally competent, improve instructional delivery, and contribute to the overall advancement of the educational system in Egor Local Government Area and beyond.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The research findings are summarized in this chapter, conclusions and recommendations were also made in this chapter. The chapter is structured as outlined as follows; the summary of findings, the conclusion of the study, the recommendations of the study, contribution to knowledge and the researcher suggestions for further research.

Summary of Findings

This study examined the implications of refresher courses on classroom management practices among secondary school teachers in Egor Local Government Area. The study was guided by five specific objectives which sought to determine the extent to which refresher courses are carried out, assess how refresher courses influence teachers' performance, investigate how refresher courses enhance instructional strategies and learner engagement, identify challenges associated with the design and delivery of refresher courses, and examine the broader implications of refresher courses for teaching quality and educational outcomes.

Relevant literature related to refresher courses, classroom management, teacher professional development, instructional strategies, learner engagement, and educational quality was reviewed. The study adopted a descriptive survey research design. The population of the study comprised secondary school teachers in Egor Local Government Area, while data were collected using a structured questionnaire. The data collected were analyzed using mean and standard deviation.

The findings of the study revealed that refresher courses improve teachers' classroom management skills to a moderate extent by helping teachers organize classroom routines,

manage disruptive behaviour, enforce classroom rules, and create conducive learning environments. The study also found that refresher courses positively influence teachers' confidence, adaptability, and effectiveness in handling diverse classroom challenges.

Furthermore, the findings showed that refresher courses expose teachers to innovative instructional strategies and encourage the use of learner-centred teaching approaches, thereby enhancing learner engagement and classroom participation. The study equally identified major challenges affecting the effectiveness of refresher courses, including insufficient follow-up and mentoring, inadequate resources, poor accessibility, irregular training schedules, and lack of subject-specific training content.

Finally, the study established that refresher courses have broad positive implications for improving teaching quality, promoting innovative classroom practices, improving students' learning outcomes, and enhancing overall educational development in Egor Local Government Area.

Conclusion

Based on the findings of this study, it was concluded that refresher courses play a significant role in improving classroom management practices among secondary school teachers in Egor Local Government Area. Refresher courses contribute positively to teachers' professional competence by enhancing their confidence, adaptability, instructional delivery, and classroom effectiveness.

The study further concluded that refresher courses expose teachers to modern instructional strategies that promote learner-centred teaching and improve student engagement during classroom activities. Despite these benefits, several limitations such as inadequate follow-up

support, insufficient resources, irregular implementation of training programmes, and lack of tailored content reduce the effectiveness of refresher courses.

Overall, the study concluded that sustained and properly organized refresher courses are essential for improving teaching quality, strengthening classroom management practices, and achieving better educational outcomes in secondary schools.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. The Ministry of Education and relevant educational authorities should organize regular and well-structured refresher courses for secondary school teachers to strengthen their classroom management skills and professional competence.
2. Refresher course programmes should include practical classroom management strategies, learner-centred instructional techniques, and modern pedagogical approaches that address current classroom realities.
3. Educational stakeholders should ensure adequate follow-up, mentoring, and monitoring after refresher training programmes to help teachers effectively apply acquired knowledge and skills in the classroom.
4. Training content should be tailored to teachers' subject areas and professional needs to increase the relevance and effectiveness of refresher courses.
5. Government and school administrators should provide adequate instructional materials, training facilities, and financial support to improve the quality and accessibility of refresher programmes.

6. Refresher courses should be organized regularly and made accessible to teachers in both urban and rural schools to ensure equal opportunities for professional development.
7. Teachers should be encouraged to actively participate in professional development programmes as a means of improving teaching effectiveness and enhancing students' academic performance.
8. School administrators should promote a culture of continuous professional development by supporting teachers' participation in workshops, seminars, conferences, and refresher training programmes.

Contribution to Knowledge

This study contributes to existing knowledge by providing empirical evidence on the implications of refresher courses on classroom management practices among secondary school teachers in Egor Local Government Area. The study specifically contributes to knowledge in the following ways:

1. The study established that refresher courses contribute positively to teachers' classroom management skills by improving classroom organization, discipline management, enforcement of classroom rules, and the creation of conducive learning environments.
2. The study revealed that refresher courses enhance teachers' confidence, adaptability, and effectiveness in handling diverse classroom challenges, thereby strengthening teachers' professional competence and instructional capacity.
3. The study contributed to knowledge by demonstrating that refresher courses promote learner-centred instructional strategies, improve learner engagement, and encourage

the use of interactive teaching methods such as cooperative learning, discussions, and problem-solving activities.

4. The study identified important gaps affecting the effectiveness of refresher courses, including inadequate follow-up support, lack of subject-specific training content, insufficient resources, and irregular training implementation. This provides useful information for policymakers and educational planners in improving teacher development programmes.
5. The study further contributed to knowledge by showing that sustained refresher training has broader implications for improving teaching quality, students' learning outcomes, and overall educational development in secondary schools.
6. The findings of this study also serve as a reference material for future researchers, educational administrators, curriculum planners, and policymakers interested in teacher professional development and classroom management practices in Nigeria.

Suggestions for Further Studies

Based on the findings and limitations of this study, the following suggestions were made for further studies:

1. Future researchers should replicate this study in other Local Government Areas or states in Nigeria to determine whether similar findings would be obtained in different educational settings.
2. Further studies should investigate the impact of refresher courses on students' academic performance directly, rather than focusing only on teachers' classroom management practices.

3. Researchers may conduct comparative studies between public and private secondary schools to examine differences in access to and effectiveness of refresher training programmes.
4. Future studies should explore the relationship between frequency of refresher courses and teachers' job performance using more advanced statistical analysis techniques.
5. Researchers may also investigate the influence of online or technology-based refresher training programmes on teachers' instructional effectiveness and classroom management practices.
6. Further studies should examine the role of government funding and educational policy in the implementation and sustainability of refresher courses for teachers.
7. A qualitative or mixed-methods study may be conducted to obtain deeper insights into teachers' experiences, perceptions, and challenges regarding refresher training programmes.
8. Future research could also focus on subject-specific refresher courses to determine their effectiveness in improving teaching practices in different academic disciplines.

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APPENDIX

Institute of Education,
University of Benin,
Benin City,
Edo State.
January, 2025.

Dear Respondents,

I am a Student of the above mentioned Department. I am presently conducting a research on the topic “Implication of refreshers’ course on classroom management practices amongst secondary school teachers in Egor Local Government Area, Edo State”. This questionnaire is therefore designed to collect the relevant data for the study. Your response to the questions will not be used for any other purpose other than the one stated above.

Furthermore, you are kindly requested to respond as sincerely as possible to all the questions as stated in the questionnaire. Please, tick (☑) in the space provided in the most appropriate column on each of the item.

Thank you for your cooperation.

SECTION A: BIODATA

Please kindly tick the box that best fit the information given below:

1. School Type: Public [] Private []

KEYS:

SA – STRONGLYAGREE A – AGREE

D – DISAGREE SD- STRONGLY DISAGREE

Please tick the space that best fit your view

S/N	ITEM	SA	A	D	SD
RQ1	To what extent do refresher courses improve teachers’ classroom management skills in Egor Local Government?				
1	Refresher courses have helped me organize classroom routines more effectively.				
2	I am able to handle disruptive student behavior better after attending refresher courses.				
3	I can establish and enforce classroom rules consistently				

	as a result of refresher training.				
4	Refresher courses have improved my ability to manage large classes.				
5	I am able to create a positive and conducive learning environment due to strategies learned in refresher courses.				
RQ2	How do refresher courses influence teachers' confidence, adaptability, and effectiveness in handling diverse classroom challenges?				
6	Participation in refresher courses has increased my confidence in teaching.				
7	I am more adaptable in applying different teaching methods after attending refresher courses.				
8	Refresher courses have improved my effectiveness in handling diverse classroom challenges.				
9	I feel more motivated to try new instructional techniques as a result of refresher courses.				
10	Refresher courses have enhanced my ability to respond to students' varying learning needs.				
RQ3	In what ways do refresher courses enhance teachers' instructional strategies and learner engagement?				
11	Refresher courses have exposed me to new instructional strategies.				
12	I use more learner-centered and interactive teaching methods after attending refresher courses.				
13	Refresher courses have improved my ability to maintain students' attention and engagement during lessons.				
14	I integrate cooperative learning, discussions, and problem-solving activities more frequently due to refresher training.				
15	Students are more active and participative in class when I apply strategies learned from refresher courses.				
RQ4	What challenges exist in the design and delivery of refresher courses that may affect their impact on classroom management?				
16	The content of refresher courses is often not tailored to the specific needs of my subject area.				
17	Refresher courses are sometimes too short or irregular to				

	have a lasting impact.				
18	There is insufficient follow-up or mentoring after refresher courses.				
19	Limited resources and training materials reduce the effectiveness of refresher courses.				
20	Access to refresher courses is often difficult, especially for teachers in certain schools or areas.				
RQ5	What are the broader implications of refresher courses for improving teaching quality and overall educational outcomes in Egor Local Government?				
21	Refresher courses have contributed to improvements in my overall teaching quality.				
22	My classroom practices are more reflective, organized, and innovative due to refresher courses.				
23	Participation in refresher courses has positively impacted students' learning outcomes.				
24	Refresher courses help teachers stay up-to-date with modern pedagogical trends.				
25	Sustained refresher training can lead to long-term improvements in the education system of Egor LGA.				