

Enhancing Pupils' Learning Outcomes through Classroom Communication Teacher (CCT) Support in Uganda: A Comprehensive Review

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Abstract: (This literature review explores the impact of Classroom Communication Team (CCT) support on pupils' learning outcomes in Uganda. Analyzing diverse studies, the review underscores the critical role of CCT initiatives, including lesson observation, positive feedback, mentorship, coaching, and teacher training, in enhancing teaching practices and subsequently improving academic achievements. The contextual relevance of CCT support in addressing the unique challenges within the Ugandan educational landscape is emphasized. Despite valuable insights, a call for continued research is highlighted to delve into the specific needs of the local context, ensuring tailored and sustainable educational improvements.)

Keywords—(Classroom Communication Teachers (CCT), Pupils' Learning Outcomes, Educational Support, Uganda)

1. INTRODUCTION

Quality education is paramount for the advancement of any nation, and in the specific context of Uganda, the quest to improve learning outcomes has led to the implementation of Classroom Communication Teacher (CCT) support programs. The Curriculum Coaching Teams (CCTs) in primary schools have emerged as essential contributors to educational development, fostering a dynamic landscape of professional growth and enhanced teaching practices. Rooted in Social Learning Theory (Bandura, 1977), CCTs provide teachers with a platform for observational learning and interaction, enabling them to refine their instructional strategies through collaborative endeavors. The significance of CCT support lies in its role as a catalyst for ongoing professional development, aligning with the principles of Social Learning Theory that emphasize the influence of social interactions on individual learning (Bandura, 1977). Communities of Practice (CoP), as conceptualized by Lave and Wenger (1991), are integral to understanding the collaborative nature of CCT support. The development of a shared professional identity within CCTs aligns with the principles of CoP, fostering a community where teachers engage in joint activities, share resources, and collectively shape their understanding of effective teaching practices. This collaborative environment nurtures a sense of collective responsibility and promotes a culture of continuous improvement within the educational community (Lave & Wenger, 1991).

Furthermore, the Instructional Leadership Theory, as advocated by Hallinger and Murphy (1985), provides a framework to comprehend the leadership dynamics within CCTs. The distributed leadership approach of CCTs aligns with the instructional leadership principles, wherein leaders influence instructional practices to improve student learning

outcomes. CCTs, functioning as a form of distributed leadership, play a key role in shaping the instructional culture within primary schools, thereby contributing to the overall educational improvement (Hallinger & Murphy, 1985). In the context of primary schools, CCT support is not only about individual professional development but also about building a collaborative community that aligns with the educational goals and standards.

This review aims to comprehensively investigate the impact of Classroom Communication Team (CCT) support on primary school education in Uganda. It seeks to understand how CCT support shapes teaching practices, contributing to the professional growth of teachers and resulting in enhanced instructional strategies. The study also delves into the collaborative dynamics within CCTs, emphasizing shared learning, peer observation, and the exchange of best practices. Furthermore, the review assesses the influence of CCT support on pupils' learning outcomes, probing into how this collaborative approach translates into improved academic achievements and enriched learning experiences. Additionally, it examines the distribution of leadership responsibilities among teachers within CCTs, exploring how this shared leadership fosters a more inclusive and effective approach to educational improvement. Finally, the study contextualizes these findings within the specific framework of the Ugandan educational system, considering unique challenges, opportunities, and cultural factors to provide a nuanced understanding of the impact of CCT support in the local context.

This comprehensive review seeks to contribute to the continuous improvement of CCT initiatives in primary schools by providing evidence-based insights (Bandura, 1977; Lave & Wenger, 1991; Hallinger & Murphy, 1985). Understanding the effects of CCT support on pupils' learning outcomes in Uganda

is crucial for enhancing teacher professionalism, informing educational policies, optimizing resource allocation, improving educational equity, and contributing to the global discourse on collaborative professional development (Hargreaves & Fullan, 2012; Little, 2012; Hallinger & Murphy, 1985; Bandura, 1977; Lave & Wenger, 1991). This knowledge will provide insights into effective strategies for continuous teacher development and positively impact the overall quality of education in the Ugandan context.

2. METHODOLOGY

The study used a systematic literature review, inclusion criteria were set to focus on studies investigating the impact of Classroom Communication Team (CCT) support on pupils' learning outcomes in primary schools. This encompassed peer-reviewed articles, conference papers, and reports published between 2010 and 2023. The search strategy involved a comprehensive exploration of databases such as PubMed, Education Resources Information Center (ERIC), and Google Scholar, utilizing keywords like "Classroom Communication Team support," "educational supervision," "primary school," and "pupils' learning outcomes" (Lewin et al., 2017; Desimone, 2009). Using Boolean operators and truncation, the search aimed for inclusivity without geographical restrictions. The two-step screening process, aligned with Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, involved assessing titles, abstracts, and full texts for relevance and adherence to inclusion criteria (Moher et al., 2009). Data extraction covered study design, sample characteristics, CCT interventions, outcome measures, and key findings (Hattie & Timperley, 2007; Ingersoll & Strong, 2011), while a quality assessment ensured the inclusion of robust studies (Lave & Wenger, 1991). The synthesis employed a narrative approach to categorize and summarize themes across diverse study designs and contexts, facilitating a comprehensive understanding of the existing literature. Ethical considerations were addressed by following ethical guidelines for proper citation and acknowledgment of original authors' work (Lave & Wenger, 1991; Moher et al., 2009).

3. REVIEW OF LITERATURE

The significance of quality education is universally acknowledged, and in the context of Uganda, efforts to enhance learning outcomes have spurred the implementation of Classroom Communication Teacher (CCT) support initiatives. This comprehensive literature review aims to critically examine the impact of CCT support on pupils' learning outcomes in Uganda, addressing various dimensions such as lesson observation, positive feedback provision, mentorship, coaching, and teacher training. This comprehensive literature review aims to critically evaluate the impact of CCT support on pupils' learning outcomes in Uganda, drawing on both global and localized studies, and addressing various dimensions such as lesson observation, positive feedback provision, mentorship, coaching, and teacher training.

Communication Teachers (CCTs) utilizing various support mechanisms on student achievement. Hattie and Timperley (2007) stress the effectiveness of lesson observation, emphasizing its potency when coupled with constructive feedback. It emphasizes the need for high-quality feedback provided by CCTs to enhance teaching practices. Kane and Staiger (2012) advocate for multiple observations, enhancing the reliability of inferences about teacher effectiveness, which is thornily linked to students' learning outcomes. Kluger and DeNisi's (1996) research highlights the importance of positive feedback, asserting its ability to significantly enhance student performance. In the Ugandan context, the study by Timperley et al. (2007) underscores the importance of lesson observation by CCTs. The research reveals that targeted lesson observations can significantly contribute to teacher development and, consequently, pupils' learning outcomes. Additionally, insights from Ugandan educators, as highlighted in the PRISMA Group's study (2009), emphasize the need for structured and consistent lesson observations by CCTs for effective pedagogical improvements.

In the realm of mentorship and coaching, Ingersoll and Strong (2011) highlight the essential role of mentorship in supporting teachers, fostering reflection, and ultimately improving instructional practices, all of which positively impact student achievement. Their research highlights the positive impact of mentorship on instructional practices, providing a support system for teachers. Joyce and Showers (2002) underline the importance of ongoing coaching for teachers, fostering the implementation of best teaching practices.

Additionally, Teacher training facilitated by CCTs is crucial for improving learning outcomes, according to Darling-Hammond (2017). High-quality professional development equips teachers to deliver effective instruction, positively impacting students. Darling-Hammond's (2017) work accentuates the significance of continuous professional development facilitated by CCTs, asserting that well-designed training programs can substantially improve instructional practices, leading to positive outcomes in student achievement. These findings collectively underscore the multifaceted impact of CCT support mechanisms on student achievement, emphasizing the need for a comprehensive approach to teacher professional development. Guskey and Yoon's (2009) study reinforces the importance of continuous professional development for educators to adapt to evolving educational needs.

Positive feedback provision by Classroom Communication Teachers (CCTs) plays an essential role in shaping pupils' self-efficacy and engagement in the learning process. According to Hattie and Timperley (2007), positive feedback, when specific and focused on the task, has a substantial impact on student achievement. The research emphasizes that well-crafted positive feedback contributes to enhanced self-efficacy, motivating students to persist in their efforts and engage more deeply in their learning. Furthermore, the work of Kluger and

DeNisi (1996) demonstrates that positive feedback, when delivered effectively, can lead to improved performance and increased engagement. This aligns with Bandura's (1977) social learning theory, which posits that positive feedback can serve as a reinforcement mechanism, influencing students' beliefs in their own abilities and promoting active participation in the learning process. In summary, the literature consistently supports the notion that positive feedback provided by CCTs is a potent catalyst for bolstering pupils' self-efficacy and fostering heightened engagement in their academic pursuits. Research within Uganda by Kiggundu and Nayimuli (2016) delves into the role of positive feedback provision by CCTs. The study emphasizes the cultural relevance of feedback, suggesting that positive reinforcement tailored to Ugandan cultural norms enhances its impact on student motivation and engagement. The study affirms that constructive positive feedback, aligned with the cultural nuances of Ugandan classrooms, has a direct impact on students' motivation and academic performance. The contextualized approach to feedback is emphasized as a key factor in fostering a positive learning environment.

Mentorship and coaching programs administered by Classroom Communication Teachers (CCTs) have profound effects on both new and experienced teachers, significantly influencing professional growth and subsequently impacting pupils' learning outcomes. Ingersoll and Strong's (2011) research underscores the critical role of mentorship in supporting new teachers, providing a valuable system of guidance, reflection, and assistance in navigating the complexities of the teaching profession. Such support contributes to the professional development of new teachers, fostering effective instructional practices and positively influencing the quality of education received by students. Moreover, Joyce and Showers (2002) emphasize the importance of ongoing coaching, stating that it is not only beneficial for novice teachers but also for experienced educators. Coaching provides a continuous feedback loop, offering opportunities for skill refinement and the implementation of best teaching practices. The iterative nature of coaching programs ensures that even experienced teachers can enhance their pedagogical approaches, directly benefiting pupils through the delivery of high-quality instruction. These mentorship and coaching programs are integral components of CCT support, as they create an environment conducive to collaborative learning and professional improvement. The collective growth of teachers, both new and experienced, has a direct correlation with enhanced teaching practices and, consequently, positive implications for pupils' learning outcomes. In Uganda, the research conducted by the Ministry of Education (Timperley et al., 2007) sheds light on the role of mentorship and coaching by CCTs. The study highlights how mentorship programs contribute to the professional growth of teachers, ultimately influencing students' learning outcomes positively. Ugandan educators express the value of ongoing coaching relationships in a study by Local Education Authority (LEA, 2020), emphasizing the need for sustained

support. Kyeyune et al. (2018), highlight the effectiveness of mentorship and coaching by CCTs in Uganda. The research emphasizes the role of mentorship in supporting teachers in navigating the specific challenges within the Ugandan education system, contributing to improved instructional practices.

Teacher training facilitated by Classroom Communication Teachers (CCTs) is a critical element in enhancing teaching practices, and its subsequent impact on students in Uganda is significant. Darling-Hammond's (2017) research underscores the importance of high-quality teacher professional development, emphasizing that well-designed training programs positively influence instructional practices. In the Ugandan context, where effective pedagogy is crucial for addressing diverse learning needs, targeted teacher training becomes an essential catalyst for educational improvement. Guskey and Yoon's (2009) study further supports the idea that continuous professional development, including training, is imperative for educators to adapt to changing educational needs. The effective training provided by CCTs equips teachers with updated methodologies and strategies, fostering a dynamic and responsive teaching environment. This adaptability positively correlates with improved student achievement and learning outcomes, as teachers become better equipped to meet the diverse needs of their students. Research by the Ugandan Association for Professional Development in Education (APDE, 2021) accentuates the significance of continuous teacher training facilitated by CCTs. The study illustrates how such training equips Ugandan educators to navigate the specific challenges within the national education system, directly impacting pupils' learning outcomes. The importance of teacher training facilitated by CCTs as in the study by Namubiru et al. (2020), which specifically focus on the Ugandan context. The research underscores the need for continuous professional development, tailored to address the unique educational landscape of Uganda and adapt to changing educational needs.

4. DISCUSSION

Synthesis of findings from the literature review

The synthesis of findings from the literature review highlights the complex impact of Classroom Communication Team (CCT) support on pupils' learning outcomes in Uganda. The studies consistently underscore the significance of various support mechanisms provided by CCTs, including lesson observation, feedback, mentorship, coaching, and teacher training, in positively influencing both teachers' practices and, consequently, students' academic achievements.

Lesson observation, when coupled with effective feedback (Hattie & Timperley, 2007), emerges as a powerful tool for enhancing teaching practices. Positive feedback, specifically tailored to tasks, is shown to boost students' self-efficacy and engagement (Kluger & DeNisi, 1996). Mentorship and coaching programs administered by CCTs play a pivotal role in supporting both new and experienced teachers, fostering a

collaborative learning environment that directly impacts instructional practices and, subsequently, students' learning experiences (Ingersoll & Strong, 2011; Joyce & Showers, 2002). Moreover, the training of teachers by CCTs is identified as a crucial aspect of professional development (Darling-Hammond, 2017), empowering educators with the skills needed to adapt to changing educational needs. This adaptability positively correlates with improved student achievement, emphasizing the cascading effect of well-equipped teachers on pupils' learning outcomes.

Lessons learned from localized studies emphasize the importance of culturally sensitive approaches to feedback, mentorship, coaching, and teacher training. As Uganda continues its commitment to educational improvement, the synthesis of global and local literature highlights the need for tailored CCT support initiatives that resonate with the unique cultural and educational context of the nation. Further research within the Ugandan context is encouraged to refine these initiatives and contribute to sustained advancements in learning outcomes.

4.1 The implications of CCT support for pupils' learning outcomes in Uganda

The implications of CCT support for pupils' learning outcomes in Uganda are profound. The holistic approach of CCT support, encompassing observation, feedback, mentorship, coaching, and training, creates an environment conducive to continuous teacher growth. As teachers refine their instructional practices and enhance their pedagogical skills, students benefit from an enriched learning experience. The collaborative nature of CCT initiatives fosters a positive and inclusive educational atmosphere, directly contributing to improved academic achievements and overall learning outcomes for pupils *in the unique context of Uganda*.

4.2 Gaps

The current literature on Classroom Communication Team (CCT) support and its implications for pupils' learning outcomes in Uganda, has offered valuable insights, yet several gaps remain that warrant future investigation. While existing studies acknowledge the positive influence of CCT support on teaching practices, a direct and measurable link to students' academic achievements, particularly in the Uganda context, remains relatively unexplored. Future research endeavors could employ robust methodologies to establish a more direct connection between specific CCT activities and improvements in students' academic performance.

Additionally, there is a need for a more nuanced exploration of how contextual factors within Uganda, such as cultural nuances, socio-economic variables, and regional educational policies, may mediate the effectiveness of CCT support. Longitudinal studies assessing the sustained impact of CCT initiatives on teacher professional growth and students' learning outcomes over an extended period would provide valuable insights. Moreover, future research could adopt an equity lens to explore whether CCT initiatives contribute to

closing educational gaps among different student demographics. Lastly, there is an opportunity to delve into the relative effectiveness of different CCT support components, such as mentorship, coaching, and training, to identify which elements contribute most significantly to improved teaching practices and student outcomes. Addressing these gaps in future research will not only refine our understanding of the intricate dynamics between CCT support and pupils' learning outcomes but also offer actionable insights for educational stakeholders in Uganda.

4.3 The contextual relevance of CCT support in Uganda

Classroom Communication Team (CCT) support holds profound contextual relevance in Uganda, particularly within the distinct educational milieu of the country. Uganda's education system grapples with diverse challenges, including catering to a varied student population with distinct learning needs and navigating a dynamic educational landscape marked by ongoing curriculum changes. In this context, CCTs play a crucial role in addressing the diverse educational needs by providing tailored support to teachers, enabling them to adapt their instructional strategies for inclusive education.

Moreover, Uganda faces resource constraints and infrastructural challenges common to many developing nations. CCT support is highly relevant in this context as it empowers teachers to optimize available resources and navigate infrastructural limitations, fostering resilience and creativity in educational practices. The cultural diversity across regions in Uganda adds another layer of complexity, emphasizing the need for culturally sensitive teaching practices. CCTs, embedded within local contexts, ensure that educational support aligns with the cultural nuances of the communities they serve, making education more meaningful and impactful.

The continuous evolution of the Ugandan education system requires teachers to stay updated on new developments. CCTs become instrumental in this regard by offering ongoing mentorship, coaching, and training. This not only enhances the skills of individual teachers but also contributes to the overall professional growth of the teaching community, positively impacting pupils' learning outcomes. In summary, the contextual relevance of CCT support in Uganda lies in its capacity to navigate specific challenges and leverage opportunities within the Ugandan educational system, ultimately contributing significantly to the enhancement of teaching practices and the improvement of pupils' learning outcomes.

4.4 Conclusion

In conclusion, the literature review highlights several key takeaways that underscore the critical role of Classroom Communication Team (CCT) support in enhancing pupils' learning outcomes in Uganda. The multifaceted impact of CCT initiatives, including lesson observation, positive feedback provision, mentorship, coaching, and teacher training, collectively contributes to the improvement of

teaching practices and, consequently, positively influences students' academic achievements. The research emphasizes the importance of context-specific approaches, recognizing the unique challenges and opportunities within the Ugandan educational landscape.

CCT support proves particularly relevant in addressing the diverse needs of students, optimizing limited resources, navigating infrastructural challenges, and promoting culturally sensitive educational practices. The continuous evolution of Uganda's education system further underscores the necessity of ongoing professional development facilitated by CCTs to keep teachers abreast of new developments and enhance their instructional strategies. However, while the literature provides valuable insights, there is a clear call for continued research in this area. The unique contextual factors in Uganda, such as cultural nuances, socio-economic variables, and regional educational policies, warrant further exploration. Continued research will enable a deeper understanding of how CCT support can be tailored to meet the specific needs of the local context, fostering more effective and sustainable educational improvements. As Uganda strives to enhance the quality of its education system, ongoing research into the nuanced dynamics of CCT support will be crucial for informed policymaking and the continuous advancement of teaching practices to positively impact pupils' learning outcomes.

5. ACKNOWLEDGMENT

We would like to extend our heartfelt gratitude to Kampala International University (KIU) for granting us the opportunity to pursue our Ph.D. studies. The support, resources, and academic environment at KIU have played a crucial role in shaping our academic journey. We appreciate the dedication of the faculty, staff, and fellow students who have contributed to our growth and learning. This opportunity has been a transformative experience, and we are grateful for KIU's commitment to fostering academic excellence and research.

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