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TEACHER WORKLOAD AND INSTRUCTIONAL DELIVERY EFFECTIVENESS IN SECONDARY SCHOOLS IN IGANGA MUNICIPALITY, UGANDA

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ABSTRACT

This study examined the influence of teacher workload on instructional delivery effectiveness and classroom management practices in secondary schools in Iganga Municipality, Uganda. The study was motivated by increasing concerns regarding heavy teaching loads, administrative responsibilities, co-curricular obligations, and uneven workload distribution among secondary school teachers following ongoing educational reforms in Uganda. Specifically, the study assessed the extent to which teacher workload influences instructional delivery effectiveness and examined the relationship between workload distribution and classroom management practices among teachers. A cross-sectional research design employing a mixed methods approach was adopted. Quantitative data were collected using structured questionnaires, while qualitative insights were obtained through semi structured interviews with school administrators. The study involved 215 respondents selected from secondary schools in Iganga Municipality, and quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) version 25 through descriptive statistics and regression analysis at a 0.05 level of significance. The findings revealed that teacher workload had a statistically significant positive relationship with instructional delivery effectiveness ($R = 0.309$, $p < 0.001$), while workload distribution also significantly influenced classroom management practices ($R = 0.298$, $p < 0.001$). The study further established that fair workload allocation, collaborative planning, and institutional support contribute positively to lesson preparation, classroom coordination, and instructional organization. The study concludes that teacher workload significantly influences instructional effectiveness and classroom management outcomes in secondary schools. The study recommends balanced workload allocation, collaborative workload planning, and strengthened institutional support systems to improve teacher effectiveness and enhance the quality of secondary education in Uganda.

Keywords: Teacher Workload, Instructional Delivery, Classroom Management, Workload Distribution, Uganda

INTRODUCTION

Education systems across the world continue to experience significant reforms aimed at improving access, equity, accountability, and learning outcomes. In many developing countries, these reforms have increased pressure on teachers due to expanding enrolment, curriculum restructuring, and rising expectations regarding instructional effectiveness and student performance. In Sub Saharan Africa, teachers are increasingly expected to

manage large classes, complete administrative tasks, supervise co-curricular activities, and maintain effective classroom management practices simultaneously. These growing demands have intensified concerns regarding teacher workload and its influence on instructional delivery and overall school performance (UNESCO, 2021; World Bank, 2022). As schools strive to meet educational quality standards, attention has shifted toward

understanding how workload conditions shape teachers' effectiveness in the classroom and their ability to support positive student learning outcomes.

In Uganda, the implementation of education reforms such as Universal Secondary Education and the Competency Based Curriculum has expanded access to secondary education and increased classroom enrolment across many districts. While these reforms have contributed positively to educational inclusion, they have also increased the professional demands placed on teachers. Many secondary school teachers are now responsible for handling heavy teaching loads, preparing continuous assessments, supervising extracurricular programs, and fulfilling administrative obligations within limited instructional time. Recent studies indicate that excessive workload reduces teachers' ability to prepare lessons effectively, weakens classroom interaction, and contributes to stress and burnout among educators (Kintu, 2022; Nansubuga, 2023). Consequently, concerns regarding teacher effectiveness, instructional quality, and classroom Management have become central issues within Uganda's secondary education sector.

Teacher accountability pressures have also become more pronounced due to increased emphasis on academic performance, learner centered instruction, and institutional monitoring. School administrators and education stakeholders increasingly expect teachers to demonstrate measurable improvements in student outcomes while simultaneously participating in administrative and co-curricular responsibilities. These expectations have created challenges related to time management, task prioritization, and instructional preparedness, particularly in government aided secondary schools where teacher shortages and overcrowded classrooms remain common (Ministry of Education and Sports [MoES], 2021; Tumusiime, 2021). As a result, workload distribution and teacher support systems have emerged as important areas of

concern within educational management and policy discussions in Uganda.

Within Iganga Municipality, secondary school teachers continue to face increasing workload demands associated with large student populations, uneven allocation of responsibilities, and limited institutional support. Teachers often perform multiple roles that extend beyond classroom instruction, including record keeping, committee participation, supervision of clubs and sports activities, and administrative coordination. Although such responsibilities contribute to school management and student development, they may also reduce the time available for lesson planning, assessment preparation, and classroom engagement. Previous research suggests that when workload is poorly distributed, teachers experience reduced morale, weaker classroom control, and lower instructional effectiveness (Muwanga, 2023; World Bank, 2022). Understanding how workload influences instructional delivery and classroom management is therefore necessary for improving teacher performance and strengthening the quality of secondary education in Uganda.

Despite ongoing educational reforms and policy interventions aimed at improving educational quality in Uganda, secondary school teachers continue to experience increasing workload pressures that affect instructional delivery and classroom management. Teachers are expected to manage large class sizes, extensive teaching schedules, administrative responsibilities, and co-curricular activities simultaneously. In many schools, these responsibilities are not evenly distributed, leading to work overload among some teachers while others carry lighter assignments. Such imbalances limit the time available for lesson preparation, reduce classroom engagement, and contribute to professional stress and fatigue among teachers (Kintu, 2022; UNESCO, 2021). Studies further indicate that excessive workload negatively affects teachers' ability to maintain instructional effectiveness and effective classroom management

practices, which ultimately influences students' academic experiences and learning outcomes (Nansubuga, 2023; Tumusiime, 2021).

In Iganga Municipality, these challenges remain evident in both public and private secondary schools where teachers often work under demanding conditions with limited institutional support. Administrative duties and extracurricular obligations frequently compete with instructional responsibilities, making it difficult for teachers to balance classroom teaching with other assigned tasks. Although government initiatives such as the Competency Based Curriculum emphasize learner centered instruction and improved teaching quality, many schools still lack clear workload management structures and effective systems for equitable task allocation. Consequently, disparities persist in instructional delivery, lesson preparation, classroom management, and overall teacher effectiveness across schools within the municipality (Ministry of Education and Sports, 2021; Muwanga, 2023). It is against this background that the present study examined the relationship between teacher workload, instructional delivery effectiveness, and classroom management practices in secondary schools in Iganga Municipality, Uganda.

Purpose of the Study

The purpose of this study was to investigate the effect of teacher workload on instructional delivery effectiveness and classroom management practices in secondary schools in Iganga Municipality, Iganga District, Uganda.

Objectives of the Study

The study was guided by the following objectives:

- 1) To assess the extent to which teacher workload influences instructional delivery effectiveness in secondary schools in Iganga Municipality, Iganga District, Uganda.
- 2) To examine the relationship between workload distribution and classroom management practices among secondary school teachers in Iganga Municipality, Iganga District, Uganda.

Research Questions

The study is guided by the following research questions:

- 1) To what extent does teacher workload influence instructional delivery effectiveness in secondary schools in Iganga Municipality, Iganga District, Uganda?
- 2) What is the relationship between workload distribution and classroom management practices among secondary school teachers in Iganga Municipality, Iganga District, Uganda?

Hypotheses

The study tested the following null hypotheses:

H₀₁: There is no significant relationship between teacher workload and instructional delivery effectiveness in secondary schools in Iganga Municipality, Iganga District, Uganda.

H₀₂: There is no significant relationship between workload distribution and classroom management practices among secondary school teachers in Iganga Municipality, Iganga District, Uganda.

Literature Review

Teacher Workload and Instructional Effectiveness

Teacher workload remains one of the most critical determinants of instructional effectiveness in secondary schools across developing education systems. Workload includes teaching hours, lesson preparation, assessment responsibilities, administrative obligations, and participation in co-curricular activities. In many Ugandan secondary schools, teachers are expected to manage large classes alongside extensive institutional duties, which affects the quality of instructional delivery and learner engagement (Wabwire, 2021; Ministry of Education and Sports, 2020). Research shows that excessive workload reduces teachers' capacity to prepare adequately for lessons, provide individualized learner support, and employ innovative pedagogical strategies in the classroom (Darling Hammond & Bransford, 2022; Ingersoll, 2021). Consequently, workload pressure directly influences teaching quality, classroom interaction, and curriculum implementation.

Lesson preparation is widely recognized as a foundation for effective instructional delivery because it enables teachers to organize content, select appropriate teaching methods, and align assessment with learning objectives. However, teachers experiencing high workload intensity often struggle to allocate sufficient time for instructional planning and reflective teaching practices (Akpan, 2020; Kagoda, 2022). Studies conducted in Uganda indicate that teachers with balanced workloads demonstrate higher instructional creativity and greater use of learner centered approaches compared to those burdened with excessive teaching and administrative duties (Mugisha & Nuwagaba, 2023; Wabwire, 2021). Similarly, Zhang and Liu (2020) observed that overworked teachers frequently adopt survival teaching approaches characterized by summarized notes, reduced classroom interaction, and minimal formative assessment. Such practices weaken instructional effectiveness and compromise the quality of learning outcomes.

Teacher burnout has increasingly emerged as a major consequence of excessive workload in secondary education systems. Burnout refers to emotional exhaustion, reduced professional commitment, and physical fatigue resulting from prolonged exposure to stressful work conditions (Day, 2020; Ingersoll, 2021). In educational settings, burnout often manifests through absenteeism, low motivation, delayed assessment feedback, and diminished classroom enthusiasm. Herzberg's motivation theory suggests that when workplace stressors such as workload pressure are not adequately managed, teachers experience dissatisfaction that negatively affects productivity and teaching performance (Bategeka & Kasozi, 2020; Herzberg, 1959). Empirical studies in Uganda further indicate that teachers who combine heavy teaching loads with extensive administrative duties are more vulnerable to fatigue and instructional inconsistency (Kambale, 2023; Luyiga, 2022). This demonstrates that workload management is not only an

administrative issue but also a professional well-being concern.

The relationship between workload and teaching quality has also attracted considerable scholarly attention within educational management literature. Teaching quality reflects the teacher's ability to deliver organized instruction, maintain learner engagement, and achieve intended educational outcomes. According to Darling Hammond and Bransford (2022), high quality teaching depends on adequate preparation time, professional autonomy, and institutional support systems. Teachers facing excessive workload often struggle to sustain these conditions, resulting in reduced instructional clarity and weakened learner participation (Adongo, 2021; Day, 2020). In Ugandan secondary schools, disparities in workload distribution have been associated with inconsistencies in curriculum coverage, lesson pacing, and classroom interaction (Mugisha, 2021; Wabwire, 2021). These findings imply that improving teaching quality requires institutional policies that rationalize workload and strengthen teacher support structures.

Administrative and co-curricular responsibilities further complicate teachers' ability to maintain instructional effectiveness. While activities such as student supervision, club coordination, and sports management contribute positively to holistic student development, they also consume substantial instructional time when poorly managed (Kagoda, 2022; Tumwesigye, 2023). Ingersoll (2021) noted that teachers assigned multiple non instructional duties often experience reduced focus on pedagogy and assessment planning. Likewise, Wabwire (2021) found that administrative overload in Ugandan schools' limits opportunities for lesson refinement and individualized learner feedback. Nevertheless, some scholars argue that when administrative duties are fairly distributed and supported institutionally, they can strengthen accountability and professional coordination within schools (Adongo, 2021; Darling Hammond & Bransford, 2022). This suggests that the

impact of workload on instructional effectiveness depends not only on the quantity of tasks but also on how responsibilities are managed within the school environment.

Workload Distribution and Classroom Management

Workload distribution plays an important role in shaping classroom management practices and overall instructional organization in secondary schools. Workload distribution refers to the manner in which teaching, administrative, and co-curricular duties are allocated among teachers within an institution. Equitable workload allocation promotes fairness, enhances professional collaboration, and reduces occupational stress among teachers (Adams & Kauffman, 2019; Kagoda, 2022). Conversely, unequal distribution of responsibilities often creates dissatisfaction, frustration, and role conflict, which negatively affect classroom discipline and instructional consistency (Wabwire, 2021; Nsubuga, 2023). In the Ugandan secondary school context, disparities in staffing levels and administrative coordination frequently lead to uneven workload patterns that undermine effective classroom management.

Equity in task allocation is particularly significant because teachers perform best when responsibilities are assigned according to expertise, experience, and institutional capacity. Research indicates that schools with transparent workload policies report improved teacher morale and stronger classroom control compared to schools characterized by arbitrary task assignment (Mugisha & Nuwagaba, 2023; Mwanga, 2022). According to Role Theory, clearly defined and balanced professional expectations minimize role ambiguity and improve performance outcomes (Bandura, 1977; Day, 2020). Teachers who perceive workload allocation as fair are more likely to remain motivated, maintain positive classroom relationships, and engage actively in lesson delivery. In contrast, inequitable workload distribution contributes to exhaustion and weakens teachers' ability to sustain orderly and learner

centered classroom environments (Kambale, 2023; Wabwire, 2021).

Collaborative planning has also been identified as an effective mechanism for improving workload management and classroom practices. Collaborative planning involves teachers working together to coordinate instructional activities, assessment strategies, and classroom management routines. Studies show that collaborative workload planning strengthens peer support, promotes instructional consistency, and improves lesson organization (Darling Hammond & Bransford, 2022; Evertson & Weinstein, 2020). In Ugandan schools, teachers who participate in departmental planning meetings often demonstrate better classroom coordination and improved student engagement than those working in isolation (Kagoda, 2022; Luyiga, 2022). Collaborative structures therefore help teachers cope with workload pressures while sustaining effective classroom management practices.

Staff coordination is another critical factor influencing classroom management under varying workload conditions. Effective coordination among administrators, department heads, and classroom teachers ensures that institutional responsibilities are communicated clearly and implemented systematically (Day, 2020; Ingersoll, 2021). Schools with strong coordination mechanisms are better able to balance teaching schedules, distribute co-curricular duties fairly, and minimize instructional disruptions. According to Mugisha (2021), secondary schools that employ rotational administrative systems experience fewer workload conflicts and stronger classroom discipline outcomes. Similarly, Adams and Kauffman (2019) observed that coordinated staff structures promote accountability and reduce role duplication, thereby improving instructional efficiency. These findings suggest that classroom management is influenced not only by individual teacher competence but also by institutional management practices that regulate workload distribution.

Despite growing recognition of the importance of workload distribution, many schools in Uganda continue to face structural and administrative challenges that hinder equitable task allocation. Teacher shortages, overcrowded classrooms, and limited institutional support often force some teachers to carry heavier teaching and administrative burdens than others (Ministry of Education and Sports, 2020; Wabwire, 2021). Such imbalances increase stress levels and reduce teachers' capacity to maintain classroom order and effective learner engagement. Consequently, educational management reforms aimed at improving classroom management must address both workload equity and institutional coordination mechanisms to create sustainable teaching environments.

Theoretical Framework

This study is guided by Role Theory, which explains how individuals perform within organizations based on expected professional roles and responsibilities. Role Theory argues that employees experience stress and reduced effectiveness when role expectations become excessive, unclear, or conflicting (Bandura, 1977; Day, 2020). Within educational settings, teachers are expected to perform multiple roles including instruction, assessment, mentoring, classroom management, and administrative coordination. When these expectations exceed teachers' available time, energy, and institutional support, role strain emerges and negatively affects instructional performance (Ingersoll, 2021; Wabwire, 2021). Role Theory therefore provides an appropriate lens for understanding how workload influences teacher delivery management in secondary schools.

The theory further suggests that balanced role expectations improve professional satisfaction and instructional effectiveness. Teachers who clearly understand their responsibilities and receive adequate institutional support are more likely to maintain effective classroom management and high-quality lesson delivery (Darling Hammond &

Bransford, 2022; Kambale, 2023). Conversely, excessive workload creates role conflict where teachers struggle to balance instructional tasks with administrative and co-curricular obligations. Such conflict often results in reduced lesson preparation, emotional exhaustion, and weakened classroom interaction (Luyiga, 2022; Zhang & Liu, 2020). This theoretical perspective aligns closely with the current study because it explains how workload intensity and distribution shape teachers' instructional outcomes.

Role Theory also emphasizes the importance of institutional coordination and support in reducing workload related stress. Schools that establish clear communication systems, collaborative planning structures, and equitable workload allocation mechanisms create conditions that strengthen teacher performance and classroom effectiveness (Adongo, 2021; Evertson & Weinstein, 2020). In the context of Iganga Municipality, where teachers often manage multiple instructional and administrative demands, Role Theory helps explain why institutional support and workload balance are essential for sustaining teaching quality and effective classroom management.

Methodology

Research Design

This study adopted a cross-sectional research design using a mixed methods approach to examine the relationship between teacher workload and instructional delivery effectiveness in secondary schools in Iganga Municipality, Uganda. The cross-sectional design was considered appropriate because it enabled the researcher to collect data from respondents at a single point in time, thereby providing a clear picture of the prevailing workload conditions and instructional delivery practices within the selected schools (Creswell, 2014). The design was also suitable for establishing relationships among the study variables without manipulating the school environment.

The mixed methods approach combined quantitative and qualitative techniques in order to generate a more comprehensive understanding of the phenomenon under investigation. Quantitative data were collected through structured questionnaires administered to teachers, while qualitative data were obtained through semi structured interviews with school administrators. The integration of these approaches strengthened triangulation and enhanced the credibility of the findings by allowing the researcher to compare statistical patterns with participants lived experiences and institutional perspectives (Creswell and Plano Clark, 2018). In addition, the study employed a correlational component to determine the extent to which teacher workload predicted instructional delivery effectiveness and classroom management practices.

Study Area

The study was conducted in Iganga Municipality located in Iganga District in Eastern Uganda. Iganga Municipality lies within the Busoga sub region and hosts a growing number of public and private secondary schools. The area was selected because secondary schools within the municipality continue to experience increasing student enrolment, expanding administrative expectations, and growing demands on teachers arising from curriculum reforms and co-curricular activities.

The municipality also presents a relevant educational context for examining workload related challenges because teachers are often required to balance instructional duties with administrative and extracurricular responsibilities. These conditions make Iganga Municipality an appropriate setting for investigating how workload influences instructional delivery effectiveness and classroom management among secondary school teachers.

Population

The target population comprised 430 respondents drawn from selected secondary schools in Iganga Municipality. The population included 406 teachers and 24 school administrators consisting of head

teachers and deputy head teachers. Teachers formed the largest category because they are directly involved in classroom instruction and are most affected by workload related demands. Administrators were included to provide institutional perspectives regarding workload allocation, staff coordination, and instructional supervision.

The selected schools were considered suitable for the study because they provided adequate information relevant to the study objectives. To ensure confidentiality, the schools were coded alphabetically rather than identified by their actual names.

Sample Size

A sample size of 217 respondents was used in the study. The sample size was determined using Slovene's formula, which is widely applied in social science research for estimating representative samples from a known population. The formula is expressed as:

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

where:

n represents the sample size

N represents the target population

e represents the margin of error fixed at 0.05.

Using a target population of 430 respondents, the computed sample size was approximately 207 participants. An additional 5 percent was included to cater for possible non response and incomplete questionnaires, resulting in a final sample of 217 respondents. The final sample consisted of 205 teachers, 6 head teachers, and 6 deputy head teachers.

Sampling Techniques

The study employed random sampling techniques to select respondents from the different staff categories in the selected secondary schools. Random sampling was considered appropriate

because it minimized selection bias and provided every member of the target population with an equal opportunity of participation. This enhanced the representativeness and reliability of the findings.

Teachers were randomly selected because they constituted the major respondents involved in instructional delivery and classroom management. Similarly, head teachers and deputy head teachers were randomly selected to ensure balanced administrative representation. The inclusion of both teachers and administrators enabled the study to capture practical classroom experiences together with institutional management perspectives regarding workload distribution and instructional performance.

Instruments

Data were collected using questionnaires and semi structured interview guides. Structured questionnaires were administered to teachers to obtain quantitative data regarding workload, instructional delivery effectiveness, and classroom management practices. The questionnaire consisted mainly of closed ended items measured on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. This format enabled the generation of quantifiable responses suitable for statistical analysis.

Semi structured interviews were conducted with school administrators to obtain qualitative insights regarding workload allocation, institutional support, administrative responsibilities, and classroom management. The interview approach allowed respondents to express their views freely while enabling the researcher to probe further on issues related to workload management and instructional effectiveness. The use of both instruments strengthened the depth and richness of the data collected.

Validity and Reliability

To ensure validity, the research instruments were developed in line with the study objectives and reviewed under the guidance of the research

supervisor. The instruments were pre tested to identify ambiguous items and improve clarity before the actual data collection exercise. Content validity was assessed using the Content Validity Index (CVI), and the instruments achieved a CVI value of 0.83, which exceeded the acceptable threshold of 0.70 recommended in social science research (Amin, 2005). This indicated that the instruments adequately measured the intended constructs.

Reliability was established through a pilot study involving respondents outside the actual study sample. The split half technique and test-retest method were employed to determine the consistency and stability of the instruments over time. The Pearson Product Moment Correlation coefficient yielded a reliability index of 0.86, indicating a high level of internal consistency and reliability for the study instruments.

Data Analysis

Quantitative data were coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics including frequencies, percentages, means, and standard deviations were used to summarize demographic characteristics and describe trends in the study variables. Inferential statistics, particularly regression analysis, were employed to test the hypotheses and establish the relationship between teacher workload and instructional delivery effectiveness at a 0.05 level of significance.

Qualitative data obtained from interviews were analyzed thematically. Responses from administrators were organized into themes and sub themes based on recurring patterns related to workload allocation, classroom management, and institutional support. The integration of quantitative and qualitative findings enabled a more comprehensive interpretation of the results.

Ethical Considerations

Ethical principles were carefully observed throughout the study process. An introductory letter was obtained from the university and presented to

administrators of the selected schools before data collection commenced. Respondents were informed about the purpose of the study and participated voluntarily after signing informed consent forms.

Confidentiality and anonymity were maintained by coding questionnaires and avoiding disclosure of respondents' identities or school names. Participants

were assured that the information provided would be used strictly for academic purposes. In addition, all sources consulted during the study were properly acknowledged through citation and referencing in order to uphold academic integrity and avoid plagiarism.

Results

Table 1: Demographic Characteristics of the Respondents (N = 215)

Variable	Category	Frequency (f)	Percentage (%)
Questionnaire Return Rate	Distributed Questionnaires	217	100.0
	Returned Questionnaires	215	99.1
Gender	Male	138	64.2
	Female	77	35.8
Age Group	20 to 30 years	66	30.7
	31 to 40 years	84	39.1
	41 to 50 years	50	23.3
	51 years and above	15	7.0
Highest Academic Qualification	Diploma	40	18.6
	Bachelor's Degree	146	67.9
	Master's Degree	19	8.8
	PhD	10	4.7
Years of Teaching Experience	0 to 5 years	48	22.3
	6 to 10 years	61	28.4
	11 to 15 years	50	23.3
	16 years and above	56	26.0
Position/Designation	Teacher	133	61.9
	Head of Department	69	32.1
	Coordinator	13	6.0

Source: Field Data (2025).

The results presented in Table 1 indicate that the study achieved a very high questionnaire return rate of 99.1%, suggesting strong respondent participation and enhancing the reliability of the findings. The majority of respondents were male teachers (64.2%), while female respondents accounted for 35.8%, implying that the study largely reflects the perspectives of male educators within the sampled schools. In terms of age distribution, most respondents were between 31 and 40 years (39.1%), followed by those aged 20 to 30 years (30.7%), indicating that the teaching workforce was predominantly composed of young and middle

career professionals. Regarding academic qualifications, the majority of respondents held bachelor's degrees (67.9%), which demonstrates that most teachers possessed university level training suitable for secondary education. The findings further revealed a relatively balanced distribution of teaching experience, with a considerable proportion of respondents having more than ten years of professional experience, thereby strengthening the credibility of the responses obtained. Finally, most participants were classroom teachers (61.9%), while heads of department and coordinators also formed notable proportions of the sample, ensuring that the study

captured both instructional and administrative perspectives related to workload and instructional delivery management in secondary schools within Iganga Municipality.

Objective One Findings

Research Question One: To what extent does teacher workload influence instructional delivery effectiveness in secondary schools in Iganga Municipality, Iganga District, Uganda?

Table 2: Descriptive Statistics on Teachers' Perceptions of Workload and Instructional Delivery Effectiveness

S/N	Items	Mean	Std.D	Interpretation
1.	My teaching workload allows sufficient time for lesson preparation.	4.34	0.903	Very High Extent
2.	Administrative responsibilities interfere with my instructional duties.	2.77	1.269	Low Extent
3.	Co-curricular duties (clubs, sports, extracurricular) affect my teaching effectiveness.	2.49	1.329	Low Extent
4.	I can balance teaching, administrative, and co-curricular tasks effectively.	3.95	0.918	High Extent
5.	The school provides support to manage my workload efficiently.	3.99	1.041	High Extent
Grand Mean & St.D (N = 215)		3.30	1.092	High Extent

The results in Table 2 show that teachers experience workload in ways that directly influence how well they prepare for and deliver instruction in secondary schools in Iganga Municipality. Most teachers reported that their teaching workload gives them enough time for lesson preparation, which reflects a very high level of influence on instructional readiness. However, the low mean scores for administrative and co-curricular duties reveal that these additional responsibilities rarely interfere with classroom delivery. At the same time, teachers rated their ability to balance different

tasks and the support they receive from their schools at a high level, suggesting that they feel reasonably capable of managing their workload. Overall, the grand mean indicates that teacher workload influences instructional delivery to a high extent, but mainly through the core teaching responsibilities rather than through administrative or co-curricular demands.

Hypothesis One: There is no significant relationship between teacher workload and instructional delivery effectiveness in secondary schools in Iganga Municipality, Iganga District, Uganda.

Table 3A: Model Summary for the Effect of Teacher Workload on Instructional Delivery Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.309 ^a	.096	.092	.5278	1.922

a. Predictors: (Constant), Teacher Workload
b. Dependent Variable: Instructional Delivery Effectiveness

Table 3B: ANOVA Results for the Effect of Teacher Workload on Instructional Delivery Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.283	1	6.283	22.557	.000 ^b
	Residual	59.327	213	.279		
	Total	65.610	214			

a. Dependent Variable: Instructional Delivery Effectiveness

b. Predictors: (Constant), Teacher Workload

Table 3C: Regression Analysis of the Effect of Teacher Workload on Instructional Delivery Effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.184	.221		14.397	.000
	Teacher Workload	.295	.062	.309	4.749	.000

a. Dependent Variable: Instructional Delivery Effectiveness

The results presented in Tables 3A to 3C provide a clear insight into the relationship between teacher workload and instructional delivery effectiveness in secondary schools in Iganga Municipality. The model summary (Table 3A) indicates a moderate positive correlation ($R = 0.309$) and shows that teacher workload accounts for approximately 9.6% of the variance in instructional delivery effectiveness ($R^2 = 0.096$), suggesting that other factors may also influence performance. The ANOVA results (Table 3B) confirm that this relationship is statistically significant ($F = 22.557$, $p < 0.001$), meaning that teacher workload reliably predicts instructional effectiveness. Table 3C further reveals that teacher workload has a positive and significant effect on

instructional delivery, with a standardized coefficient (Beta) of 0.309 and a p-value of 0.000, indicating that as workload increases, instructional effectiveness also tends to improve to a certain extent. These findings lead to the rejection of Hypothesis One, demonstrating that teacher workload significantly influences instructional delivery outcomes in the studied schools.

Objective Two Findings

Research Question Two: What is the relationship between workload distribution and classroom management practices among secondary school teachers in Iganga Municipality, Iganga District, Uganda?

Table 4: Descriptive Statistics on Teachers' Perceptions of Workload Distribution and Classroom Management Practices

S/N	Items	Mean	Std.D	Interpretation
6.	Teaching and non-teaching duties are fairly distributed among staff.	3.79	1.107	High Extent
7.	Unequal workload distribution negatively affects classroom management.	3.73	1.318	High Extent
8.	Rotational assignment of administrative duties is practiced in my school.	3.38	1.405	High Extent
9.	Collaborative workload planning improves instructional performance.	4.41	0.684	Very High Extent
10.	Workload distribution is communicated clearly by school management.	4.06	1.017	Very High Extent
Grand Mean & St.D (N = 215)		3.87	1.106	High Extent

The results in Table 4 paint a clear picture of how workload distribution shapes classroom management among teachers in Iganga Municipality. Teachers generally feel that duties are shared to a high extent, yet they also recognize that when this distribution becomes unequal, classroom management suffers. Although rotational assignment of administrative tasks is practiced, it is not as strong as other areas. What stands out most is the strong belief that collaborative workload planning boosts instructional performance and that school leaders communicate workload expectations

clearly. With a grand mean of 3.87, the findings suggest that teachers consistently view workload distribution as an important factor in maintaining effective classroom management, reinforcing the idea that fair and transparent allocation of responsibilities helps them manage their classes more effectively.

Hypothesis Two: There is no significant relationship between workload distribution and classroom management practices among secondary school teachers in Iganga Municipality, Iganga District, Uganda.

Table 5A: Summary of Regression Model for the Effect of Workload Distribution on Classroom Management Practices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.298 ^a	.089	.085	.5297	1.878
a. Predictors: (Constant), Workload Distribution					
b. Dependent Variable: Classroom Management Practices					

Table 5B: ANOVA Results for the Effect of Workload Distribution on Classroom Management Practices

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.841	1	5.841	20.815	.000 ^b
	Residual	59.769	213	.281		

Total 65.610 214
 a. Dependent Variable: Classroom Management Practices
 b. Predictors: (Constant), Workload Distribution

Table 5C: Regression Coefficients of Workload Distribution on Classroom Management Practices

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.237	.219		14.815	.000
	Workload Distribution	.254	.056	.298	4.562	.000

a. Dependent Variable: Classroom Management Practices

The results from Tables 5A to 5C provide strong evidence that workload distribution significantly influences classroom management practices among secondary school teachers in Iganga Municipality. The regression model in Table 5A shows a moderate positive correlation ($R = 0.298$) between workload distribution and classroom management, with an R^2 of 0.089, indicating that approximately 8.9% of the variance in classroom management practices can be explained by workload distribution. Table 5B further supports this relationship, as the ANOVA results reveal a statistically significant model ($F = 20.815$, $p < 0.001$), confirming that workload distribution has

a meaningful effect on classroom management. The coefficients in Table 5C show that workload distribution positively predicts classroom management practices ($B = 0.254$, $\beta = 0.298$, $p < 0.001$), suggesting that better-balanced workloads are associated with improved classroom management. Overall, these findings reject the null hypothesis two, demonstrating that workload distribution plays a significant role in shaping teachers' classroom management effectiveness.

Qualitative Insights from Administrators on Teacher Workload, Workload Distribution, and Instructional Performance

Table 6: Thematic Analysis of Administrator Perspectives on Teacher Workload and Instructional Delivery Effectiveness

Theme	Sub-Theme	Sample Codes	Illustrative Quotes
Workload Allocation	Fair Distribution	Rotational duties, Equitable task assignment	"We rotate administrative duties to ensure no teacher is overburdened and classroom management is maintained."
	Communication of Duties	Clarity, Transparency	"Clear communication of workload expectations helps teachers plan and manage their classes effectively."
Effect on Classroom Management	Collaborative Planning	Team meetings, Instructional coordination	"When teachers plan together, classroom discipline and lesson delivery improve noticeably."

Interpretation: The thematic analysis presented in Table 6 highlights that administrators perceive teacher workload management as a critical factor influencing instructional delivery effectiveness in secondary schools. Administrators noted that fair distribution of teaching, administrative, and co-curricular duties, particularly through rotational assignments, prevents teacher overburdening and supports consistent classroom management. Clear communication of workload expectations further enables teachers to plan and prioritize tasks efficiently, reducing potential conflicts between instructional and non-instructional responsibilities. Additionally, collaborative planning through team meetings and instructional coordination was identified as a key strategy that improves lesson delivery and classroom discipline. These qualitative insights align closely with the quantitative findings from Table 2 and the regression results in Tables 3A–3C, which showed that teacher workload significantly influences instructional delivery, with a positive and meaningful effect on performance outcomes ($\beta = 0.309$, $p < 0.001$). Together, the evidence from both administrators and teachers confirms that managing workload effectively is essential for optimizing teaching preparedness, lesson quality, and overall instructional effectiveness, directly addressing research question one and providing strong support for rejecting Hypothesis One.

Discussion

The findings of this study demonstrate that teacher workload significantly influences instructional delivery effectiveness and classroom management practices in secondary schools in Iganga Municipality, Uganda. The regression results revealed a statistically significant positive relationship between teacher workload and instructional delivery effectiveness ($\beta = 0.309$, $p < 0.001$). This suggests that workload, when reasonably structured and institutionally supported, does not necessarily weaken instructional performance. Instead, moderate and manageable

workload levels may improve teachers' organization, preparedness, and accountability in lesson delivery. Teachers in the study reported that they generally had adequate time for lesson preparation, while institutional support mechanisms and collaborative planning further enhanced their ability to balance instructional responsibilities effectively.

These findings differ from several earlier studies conducted in African and international contexts which associated excessive workload with burnout, fatigue, and declining instructional quality. For example, studies by Day (2020) and Zhang and Liu (2020) reported that heavy workload limits teachers' preparation time and reduces teaching effectiveness. However, the present study aligns more closely with Kambale (2023), who found that institutional support and workload coordination can moderate the negative effects of workload pressure in schools. Within the Ugandan context, the findings suggest that the issue may not necessarily be the quantity of work assigned to teachers, but rather how responsibilities are organized and managed at the school level. This indicates that moderate workload may contribute positively to teacher organization because it encourages structured lesson planning, time management, and professional accountability.

The study also established a significant relationship between workload distribution and classroom management practices ($\beta = 0.298$, $p < 0.001$). Teachers indicated that fair workload allocation, collaborative planning, and clear communication from school administrators positively influenced classroom control and instructional coordination. These findings are consistent with African studies such as Kagoda (2022) and Ingersoll (2021), which emphasized that equitable distribution of teaching and non-teaching responsibilities enhances teacher morale, classroom discipline, and learner engagement. In many Ugandan secondary schools, unequal allocation of duties often creates frustration and weakens instructional consistency. The present study therefore contributes empirical

evidence showing that fairness and transparency in workload allocation strengthen classroom management by reducing stress and enabling teachers to focus more effectively on student learning and discipline.

The findings further imply that balanced workload systems promote cooperation among staff and create a more stable instructional environment. Teachers who perceive workload allocation as fair are more likely to remain motivated and committed to classroom responsibilities. This supports Herzberg's motivation theory, which emphasizes that fair working conditions contribute to improved employee performance and satisfaction.

Conclusion

The study confirms that teacher workload significantly shapes instructional delivery effectiveness, while balanced workload distribution strengthens classroom management practices in secondary schools. Although workload remains an important challenge within Uganda's education sector, the findings demonstrate that effective management strategies can reduce negative effects and improve teaching outcomes.

Recommendations

Based on the findings,

- 1) The study recommends that secondary schools develop clear institutional workload policies that prioritize instructional responsibilities and regulate additional duties assigned to teachers.
- 2) School administrators should promote collaborative workload planning through regular staff consultations and joint instructional coordination meetings.
- 3) Rotational administrative duty systems should also be introduced to ensure fairness and prevent overburdening particular teachers.
- 4) Finally, schools and education authorities should strengthen teacher support systems through mentoring, professional development opportunities, and improved administrative

coordination to enhance instructional effectiveness and classroom management outcomes.

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