

The Relationship between Head Teachers' Authoritarian Leadership Style and Teachers' Burnout in Secondary Schools in Ibanda Municipality, Ibanda District, Uganda

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ABSTRACT

The study investigated the relationship between head teachers' authoritarian leadership style and teachers' burnout in secondary schools in Ibanda Municipality, Ibanda District, Uganda. A correlation study design was employed to determine the relationship between the authoritarian leadership style of head teachers and burnout of teachers. A hybrid approach integrating quantitative and qualitative research methodologies was also employed to handle both qualitative and quantitative data. Data was collected from 217 teachers using a self-administered questionnaire and 15 head teachers using an interview guide. The results show that there is a positive but moderate relationship between authoritarian leadership style and teacher burnout as indicated by the $r=0.34$. Therefore, a high level of burnout was linked to increase in authoritarian leadership style. The researcher recommends that the Ministry of Education and Sports should embrace and intensify refresher courses for head teachers to re-equip them with the best leadership practices that could help them avoid authoritarianism. Such re-equipping can be managed at seminars, workshops, and short courses in conjunction with teacher education institutions such as colleges and universities. This can equip the headteachers with the best leadership practices in the ever-changing dynamics of the education system. Therefore, the ministry and its partner agencies like National Curriculum Development Center and National Council for Higher Education should put in place sound curriculums in leadership skills and styles to ensure that serving head teachers are adequately and effectively trained to lead and manage the schools. It should not be done in a hurry and by use of trainers who are not knowledgeable. This will enable head teachers to avoid disastrous leadership styles such as authoritarianism and employ the best practices for managing burnout of their teachers.

Keywords: Leadership Styles; Burnout, Relationship and Head Teachers

INTRODUCTION

Burnout amongst teachers has become an issue that should worry all stakeholders in the education sector because it disrupts teachers' cognitive processes, makes them feel helpless, and drives them to withdraw psychologically [1]; [2]; [3]. The problem of teacher burnout is on the rise in Ibanda Municipality yet no empirical study had been carried out on the same among secondary schools in Ibanda Municipality [4]; [5]; [3]. This research therefore pursued to find out the relationship between the authoritarian leadership style of head teachers and burnout of teachers in secondary schools in Ibanda Municipality, Ibanda district, Uganda. Burnout first emerged in 1960 in *Burnt-Out Case* by Graham Greene whose chief character had lost his drive to work and was exhausted, worn out, and isolated. Therefore, the book popularized the concept "burnout," which refers to someone who feels they have no choice but to despair given their circumstances [5]; [6]. Later, researchers picked interest in burnout. In the 1970s Freudenberger studied burnout in health professionals who had become depressed and fatigued from caring for drug users. Freudenberger operationalized burnout as exhaustion and depersonalisation. Other studies done in the 1980s by researchers Maslach, Pines, and Jackson discovered that workers' productivity suffers when they feel

overworked [7]. As teaching became more demanding and leadership in schools more wanting, teachers subsequently became the group most associated with the burnout syndrome, in large part because of the rise in responsibility and decline in support and respect for the industry [8]. Globally, there is a lot of attention in the concept of burnout in the field of education and it has raised concern among all stakeholders in the education system [9]; [10]; [3]. Moreover, this is because a lot of changes such as the rise in the numbers of private schools and the high demand for academic performance have taken place in the education sector at all levels in most countries and this has made teaching become an emotionally demanding profession that requires teachers to react differently to the demands this sector imposes at any level of instruction, be it primary, secondary, or higher education [11]; [12]. Therefore, teacher burnout is currently a health issue and is reported to vary significantly across countries as there is a suggestion that programmes to prevent this problem should consider the whole educational environment for a greater impact [9]. Furthermore, today, teacher burnout leads to absenteeism, lowered work standards, low employee engagement and high staff turnover [13]; [12]. As such, burnout typically manifests as a lack of passion for one's work, a lack of creativity, and difficulty focusing. Burnt-out teachers frequently lose their composure in class and respond inappropriately to somewhat stressful events [14]; [15]. Burnt-out instructors who don't enjoy their jobs but stay in the field frequently prepare their courses carelessly, act rigidly to scholars, have inferior levels of brilliance, lose concern in their charges, and are biased of disappointment. Burnt-out teachers frequently leave their positions [16]. In addition, majority of research on burnout of educators comes from South America, Asia, Australia, Canada, Europe, the Middle East, New Zealand, and Africa on a consistent basis. In Southern Jordan, 50% of male and female teachers have emotional tiredness related to burnout [11], while almost partial of the educators in India experience burnout [17]. According to the 2014 Education Staff Survey in the United Kingdom, 91% of school teachers had experienced stress, and 74% had dealt with anxiety. Burnout is seen as a serious concern in Tennessee and around the world. In the USA, of the teachers surveyed in Tennessee, 43.6% evaluated themselves as suffering high levels of emotional tiredness and 45.4% reported less intensity of individual success [16]. In Africa, the issue of burnout is a grave issue in educators in most countries and it is considered to be one of the factors responsible for a great part of educators being absent from schools, staff turnover, low effectiveness, work dissatisfaction, poor physical and psychological health, and problematic interpersonal relations [18]. A study carried out by [19] about issues affecting educators in eight countries in Anglophone Africa between August 2006 and January 2010 cited burnout of teacher as one of the leading issues that affect teachers in the countries studied that included Eritrea, The Gambia, Lesotho, Liberia, Malawi, Uganda, Zambia, and Zanzibar [19]. Educators in Namibia face levels of burnout that are like those in most other countries in Africa, making teacher burnout a continental issue [20]. [21] found out that teacher burnout was associated with health issues with 10.6% of teachers in South Africa being hospitalised in the previous 12 months due to burnout and stress related issues. The study also found out that at least 75% of educators reported visiting a doctor in the six months before the study, which is another sign of their general health. In the last five years before the survey, stress-related disorders such high blood pressure (15.6%), stomach ulcers (9.1%), and diabetes (4.5%) were the most often reported diagnoses. In Uganda, there is high teacher burnout attributed to severe resource constraints as teachers have many teaching hours per day, large classrooms, limited or no textbooks, and limited physical infrastructure yet the pay is also very low, which all make burnout one of the issues causing a crisis that needs to be urgently attended to [22]. Teachers in Uganda exhibit burnout attributed to many factors such as delayed or poor pay in addition to very limited time to prepare for lessons on the side of part-time teachers [23]. An earlier study in the Bugisu sub region [24] found out high levels of burnout among teachers in this region. Teacher burnout was also found to be responsible for the poor academic performance of schools as it limited teacher concentration and output. A study by [25], established that many of the educators (91%) who were involved in social services delivery in Northern Uganda had high stress levels and ranked among the top seven stressed professionals, others being nurses, managers, social workers, road transport drivers, police officers and prison officers. The study further found out that the stressed teachers mostly relied on their head teachers for solutions. On the other hand, it has been argued that head teachers, as supervisors for teachers through their rigid leadership styles may be a prime issue that causes burnout at ones job especially among educators [26]; [27]. Much interest in studies on leadership styles of managers though much is still desired on head teachers' authoritarian leadership styles and burnout has been registered so as to find out the most appropriate lead teacher's leadership style in reducing teacher burnout. Still, the link between the kind of leadership style and burnout continues to be an issue in any given institution in modern research [28]; [29]. [30] have linked positive leadership to low emotional exhaustion among health workers in the medical profession. Such a study leaves a gap for studying the other leadership styles in the education sector particularly to establish the relationship between lead educators' leadership styles and burnout of educators. This may help to reduce on the problem of teacher burnout, make teachers more satisfied with teaching and give more value to education. Notwithstanding the energies of researchers to research about leadership styles and burnout, none of them attempted to relate head teacher's authoritarian leadership styles and teacher burnout in the context of secondary schools in Ibanda municipality, Uganda yet there are soaring levels of teacher burnout in secondary schools in Ibanda Municipality that needs to be addressed lest all

teachers there will be lost. Besides, authoritarian leadership is not a static factor as it varies according to the prevailing environment. Because of these missing links, the study focused on a relatively unexplored area of this topic by examining head teacher's authoritarian leadership styles and teacher burnout, particularly in Ibanda Municipality secondary schools in order to contribute to the solution of the problem. The study will contribute to the existing body of literature on teacher burnout by providing data on the theoretical and practical implications of authoritarian leadership style on burnout in Ibanda Municipality. Therefore, the study was intended to fill these gaps. Leadership styles and burnout needed to be studied further especially in the context of education in Ibanda Municipality to ascertain the actual relationship with the high teacher burnout in secondary schools.

LITERATURE REVIEW

Authoritarian leadership is where a leader exercises tight and strict control over their subordinates and demands complete loyalty and absolute obedience [31]; [12]. The absolute dominance of the leaders is the primary trait of authoritarian leadership. Those in positions of authority sometimes try to maintain control by enforcing regulations and threatening punishment for disobedience [32]. They frequently demonstrate their power over decision-making and enforce severe discipline on subordinates' work [33]. When leaders use an authoritarian strategy to implement their followers, subordinates are required to conform to leaders' demands without disagreement and subordinates might experience undesirable feelings towards leaders [34]; [35]. [36], carried out an investigation on the link between Authoritarian leadership employees' abnormal working behaviors and organizational cynicism among manufacturing workers in a northern city in China. The study found out that there was a positive and significant relationship between authoritarian leadership and organizational cynicism. However, the study only looked at one construct of burnout leaving a gap for studying the other two. Therefore, it was important to study emotional exhaustion and reduced personal accomplishment in relation to authoritarian leadership style to close the gap left by the study. [37], did a study to establish the relationship between leadership styles and burnout of aquatic coaches in Tehran, Turkey. The study found out that authoritarian leadership had a relationship with burnout. Results for the third hypothesis showed that there was a significant and inverse relationship between authoritarian leadership style and burnout of coaches. This means that authoritarian leadership style was associated with reduced burnout. However, the study concentrated on burnout in aquatic coaches and ignored burnout among teachers leaving a gap for studying the same variables but in the school setting among teachers. This gap supported a study on head teachers' leadership styles and teacher burnout. [38], carried out a study on the connection between sports leaders' stress indicators and leadership styles among male sports coaches from various educational institutions in the Punjab state districts of Jalandhar and Phagwara, India and found out that sports leaders had high levels of the authoritative leadership style and that these were related to the high burnout of sports persons though there was a non-significant relationship with some indicators of stress such as physical and emotional dimensions. According to findings, authoritative style leaders had good correlations with stress, despite not being able to achieve a considerable level particularly with the behavioral dimension of stress. The study, however, looked at leadership styles among sports leaders and not head teachers. This left a gap for studying leadership styles of head teachers in a school setting. The study also concentrated on stress and exhaustion leaving out other dimensions of burnout. Stress only handles a few aspects of burnout and does not clearly bring out all the scope of burnout. Therefore, it was necessary to study burnout in entirety looking at the other indicators of burnout like cynicism and reduced personal accomplishment. [39], conducted a study on the impact of head teachers' leadership styles on teachers' levels of motivation in public primary schools in Ngong Zone, Kajiado North District, of Kenya among school teachers and found out a significant positive correlation between leadership styles and teacher burnout. The findings also showed that school teachers led by authoritarian head teachers were de-motivated to a large extent and showed high levels of stress, exhaustion, and disinterest in work due to the pressure from the "unfavourable leadership style". However, the study concentrated on motivation and brought in burnout and stress as products of demotivated teachers. Therefore, not enough was done on burnout. The study also studied primary teachers and ignored secondary teachers yet [40] found out that secondary teachers stood a higher risk of being affected by burnout resulting from unfavourable working environments. On this ground, a study of leadership styles and burnout in secondary schools was necessary to close such gaps. [41] carried out an investigation on the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Kajiado, Kenya among head teachers and teachers in public primary schools and found out that authoritarian leadership leads to high levels of burnout among teachers which consequently negatively influenced levels of job satisfaction. According to the findings of the study, teachers that were under Authoritarian head teachers were often dissatisfied with their jobs because they were being stressed and burned out by their authoritative leaders. Since this study only concentrated on primary school teachers, it left a gap of studying the same variables but among secondary school teachers. The study was also carried out in Kenya hence making a study on leadership styles and burnout in Ibanda, Uganda necessary. The study concentrated on job satisfaction and did not explore the construct of burnout widely since the main variable under focus was job satisfaction. This prompted the researcher to identify that the study does not do much on burnout hence a need to study it further. Regarding authoritarian leadership style and burnout, studies reveal interesting dynamics in the

relationship between the two variables. Most of the studies found out a relationship between authoritarian leadership and burnout. However, to some it was positive while to others negative. For example, [42] and [36] found out a positive and significant relationship between authoritarian leadership and dimensions of burnout such as organizational cynicism and mobbing yet [37] found out a significant and inverse relationship between authoritarian leaders and burnout hence the fact that authoritarian leadership style was associated with reduced burnout. A survey of these studies left much desired to be studied on burnout as most of them concentrated on cynicism and left out other dimensions of burnout.

OBJECTIVE OF THE STUDY

To establish the relationship between head teachers' authoritarian leadership style and teachers' burnout in secondary schools in Ibanda Municipality, Ibanda District, Uganda.

RESEARCH HYPOTHESIS

There is no significant relationship between head teachers' authoritarian leadership style and teachers' burnout in secondary schools in Ibanda Municipality, Ibanda District, Uganda

METHODOLOGY

The study adopted a correlation research design to establish the relationship between head teachers' leadership styles and burnout of teachers in secondary schools in Ibanda Municipality. Correlation means the relationship between two variables [43]. The researcher used a correlation design because it figured out which variables were connected hence making it easy to determine the relationship between authoritarian leadership style and burnout as were studied. Correlation design also helped the researcher to deal with several statistical tests that would result into a correlation coefficient that numerically represents the strength and direction of a relationship. Correlation design was appropriate for the study because it does not allow manipulation of the independent variable and helps in making a prediction once a correlation between variables is known. The study also used a mixed approach where both quantitative and qualitative research approaches were used since the researcher intended to use an interview guide and a questionnaire. The interview guide had open-ended questions while the questionnaire had close-ended items. The quantitative approach also involved use of parameters such as mean, standard deviation, Pearson Correlation and regression.

Sampling technique

A sample is a section of the targeted population that is actually studied and the information got from it generalized to the large population [44]. The sample for the study was drawn from the 500 teachers and 15 head teachers that formed the study population. [45] table was used to determine the sample for the study because it was considered to be accurate in determining sample size and easy to be used since it does not involve complex mathematical solutions that would compromise its accuracy, [45]. According to the [45] table, a population of 500 teachers had a corresponding sample of size of 217. All the 15 head teachers were interviewed because of being few and the fact that they were all needed to give expert and crucial information. This made the sample for the study 232 respondents. However, the researcher got proportional samples for teachers in each school by the following formula:

$$\frac{\text{Number of teachers per school}}{\text{Total number of teachers in all schools}} \times \text{total sample size for teachers}$$

Table 1: Sample Size Selection

Category of Population	Population Size	Total Sample Size	Sampling Technique
Head Teachers	15	15	Purposive
Teachers	500	217	Simple Random
Total	515	232	

Source: Ibanda Municipality Education Department Statistics, 2023; Krejcie and Morgan, 1970

Table 2: Proportional Samples for Teachers

S/N	Schools	Teachers	Proportional Sample for teachers
1	School A	24	10
2	School B	32	14
3	School C	22	09
4	School D	71	31
5	School E	18	08
6	School F	20	09
7	School G	59	26
8	School H	60	26
9	School I	16	07
10	School J	27	12
11	School K	16	07
12	School L	46	20
13	School M	39	17
14	School N	28	12
15	School O	22	09
Total		500	217

Source: Ibanda Municipality Education Department Statistics, 2023

Simple random sampling was used to select teachers. This is because simple random sampling is a basic sampling technique where the researcher randomly selects a section of respondents for study from a larger group [43]. The researcher used this method by first getting a sampling frame from each school, assigning codes to names of teachers and putting each code on a separate piece of paper. The papers were subjected to a lottery after which the researcher picked papers at random up to when the required number reached. By doing this, simple sampling helped the researcher to ensure that all respondents had an equal chance of being selected. Purposive sampling was applied to head teachers. Purposive sampling is non-probability sampling that is applied on usually small numbers of respondents. It is also known as judgmental sampling [43]. Purposive sampling was used on head teachers because they were selected purposefully for their experience and knowledge about the problem under investigation and collecting in-depth data to supplement quantitative data.

Methods of data collection

The study adopted a self-administered questionnaire as the main tool for data gathering. There were three sections in the questionnaire: Section A comprised of demographic information. Such demographic data included age bracket, sex, education level, and experience. Section B helped to measure authoritarian leadership style. This section had 6 items developed from the Leadership Styles Questionnaire (LSQ). LSQ contains 18 items, with a five-point Likert scale, which determines the score of participants related to the three styles of leadership – authoritarian (6 items), democratic (6 items), and laissez-faire (6 items). Therefore, only 6 items testing authoritarian leadership were adopted. The five point likert scale ranges from 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree to 1=Strongly Disagree. LSQ published by Sage was found popular and effective among studies on leadership styles [46]. Section C helped to measure burnout. This section had 22 close ended items adopted from Maslach Burnout Inventory (MBI) and rated on a five point likert scale ranging from 5=Always 4=Often 3=Sometimes 2=Rarely to 1=Never. Burnout was measured using MBI because over 90% of the studies measuring teachers' burnout used the Maslach Burnout Inventory [47]. The MBI scale comprises of 22 close ended items that fit into three subscales: emotional tiredness, (9 items), depersonalization/cynicism (5 items) and absence of a sense of personal success (5 things). The study also used an interview guide to collect qualitative data from head teachers. The interview guide helped the researcher to interview head teachers [48]. The researcher achieved this through interacting with head teachers by asking oral open ended questions relating to their leadership styles and burnout of their teachers. The data got was analyzed qualitatively and reported. Using an interview guide, the researcher collected information on detailed perceptions, opinions, and attitudes of the study participants.

Validity and Reliability of the Instrument

In order to determine if the contents of an instrument measure what it was designed to measure, instrument validity must be established [48]. A validity test was performed before the research instruments were administered to see whether the items on the tools could measure the dimensions they were designed to assess, or in other words, capture the desired data. Research professionals looked through the tools to see if they could record the necessary responses. The tools were then intentionally given a Content Validity Index (CVI) to assess their validity. To assess if the study methods were reliable and the findings were displayed in a table, the researcher utilized the formula below.

$$CVI = \frac{\text{Relevant items by all judges as suitable}}{\text{Total number of items judged}}$$

The tools were considered suitable for collecting data because CVI was 0.70. The ability of a research tool to accurately collect the data for which it was developed or utilized is referred to as reliability [49]. Reliability of a tool for study is defined by [49] as a metric used to evaluate how effectively a research tool delivers dependable results after several trials. The questions were piloted among 22 instructors (or 10% of the anticipated respondents) in order to determine the degree to which surveys would provide similar findings if used under the same conditions. The reliability of the questionnaires was calculated using the SPSS program version 23.0. The reliability of the surveys was then evaluated using Chronbach's alpha coefficient. According to [50], the alphas coefficient values were determined to be above 0.70, which was adequate for the questionnaire to be considered credible.

Table 3: Reliability Statistics

Respondents	Chronbach's Alpha
22	0.70

Methods of data analysis

Utilizing percentages and frequencies, quantitative data gathered through surveys was arranged and examined. Simple statistics like frequencies, means, standard deviations, and percentages were used to analyze and convey responses. The Statistical Package for Social Science (SPSS) version 23.0 was used to produce descriptive statistics in response to the research questions. Regression and other inferential statistics were also used. This generated the data required for the findings to be generalized. The Pearson's Linear Correlation Coefficient (PLCC) technique was employed to fulfill the study's objectives. Data from surveys were interpreted, and their validity was strengthened, using qualitative information gleaned from the head teachers' interviews. As a result, the qualitative material gathered was transcribed and subjected to a thematic analysis to assess its sufficiency, reliability, utility, and consistency.

FINDINGS OF THE STUDY

The findings of the study are presented in line with the research objective and hypothesis as described below.

Background Information of the Respondents

The section shows the background characteristics of the respondents in terms of their sex, age ranges, level of education, and number of years of teaching experience. This study sought to ascertain if background factors in secondary schools had an impact on teachers' burnout levels. The information is displayed in the table below. Only the teachers were represented.

Table 4: Gender, Age, Education Background, and Teaching Experience of the Respondents

Back ground information		Number of respondents	Percentage (%)
Gender	Male	145	66.8
	Female	72	33.2
	Total	217	100.0
Age(years)	25-29	61	28.1
	30-34	75	34.6
	35 & above	81	37.3
	Total	217	100.0
Education back ground	Masters	54	24.9
	Bachelors	101	46.5
	Diploma	62	28.6
	Total	217	100.0
Teaching experience	1-5 years	75	34.6
	6-10 years	38	17.5
	11-15 years	57	26.3
	More than 15 years	47	21.7
	Total	217	100.0

Source: Field data, 2023

Table 4 gives the survey respondents' backgrounds in terms of their gender, age, educational background, and prior teaching experience. 217 respondents in total responded to the surveys. The percentages of the various elements listed were also included in the table. In the research, there were 72 fewer women than men (33.2% vs. 145, or 66.8%). The findings show that more male teachers than female teachers participated in the survey. The cause was that there were often fewer female instructors than male teachers in many schools, especially those outside of town. Furthermore, 81(37.3%) of the respondents were 35 years and above, this was followed by 75 (34.6%) who had 30-

34 years of age and finally 61(28.1%) who had 25-29 years. The results show that more teachers were old enough to give the information required to complete this study. In addition, 54(24.9%) respondents had attained Masters Degrees while 101(46.5%) had Bachelor's degrees and 62(28.6%) had diplomas. The results show that all educators who participated in this study were professional teachers. Finally, 75(34.6%) participants had worked from 1-5 years, followed by 57(26.3%) who had working experience of 11-15 years, 47(21.7%) who had an experience of more than 15 years and 38(17.5%) who had an experience of 6-10 years. The results show that more teachers had worked for a period of time sufficient enough to go through the dynamics of teaching to enable them sufficiently answer the questions in the questionnaire.

Authoritarian Leadership Style

This section presents responses on authoritarian leadership. According to a five point Likert scale, the responses ranged from SA (strongly agree) to SD (strongly disagree), as shown in table 5 below:

Table 5: Responses on Authoritarian Leadership Style

Statement to understand Authoritarian leadership	SA No. (%)	A No. (%)	U No. (%)	DA No. (%)	SD No. (%)	Mean
My head teacher says most of the teachers in our school are lazy	0(0%)	17(7.8%)	47(21.7%)	122(56.2%)	31(14.3%)	4.2400
Our head teacher gives us rewards or punishments to motivate us to achieve	54(24.9%)	128(59.0%)	35(16.1%)	0(0%)	0(0%)	2.2300
My head teacher makes us feel insecure about our work and need direction	24(11.1%)	0(0%)	47(21.7%)	89(41.0%)	57(26.3%)	4.0900
My head teacher is the chief judge of the achievements of the teachers	87(40.1%)	92(42.4%)	38(17.5%)	0(0%)	0(0%)	2.2900
My head teacher gives orders and clarifies procedures	68(31.3%)	132(60.8%)	17(7.8%)	0(0%)	0(0%)	4.2400

Source: Field data, 2023

The number of responses to the different assertions made to the stakeholders is shown in Table 5 above. The responses were based on the five scales of SA (Strongly Agree), A (Agree), U (Undecided), DA (Disagree), and SD (Strongly Disagree). The responses to the question "My head teacher says most of the teachers in our school are lazy" reveal that the majority of respondents disagreed with the statement (122, 56.2%) and (31, 14.3%) strongly disagreed, and are rated that they don't agree with it. This is in line with the "Disagree" score. With a mean score of (4.2400), the respondents' responses showed that (17, 7.8%) agreed with the statement and (47, 21.7%) were undecided. This suggests that many head instructors prioritize their tasks over their coworkers in the context of the classroom. The responses on the declaration "Our head teacher gives us rewards or punishments to motivate us to achieve" indicate that 54(24.9%) strongly agreed with the declaration, 128(59.0%) agreed with the declaration, 35(16.1%) participants were undecided 0(0%) disagreed with the statement with a mean score of (2.2300) implying that the participants agreed with the statement. The results therefore show that educators are rewarded for good work done and punished for acting against the ethics and code of work. Responses to the statement "My head teacher makes us feel insecure about our work and need direction," indicate that 24(11.1%) strongly agreed with the statement, 0(0%) no of the respondents agreed, 47(21.7%) were undecided, 89(41.0%) disagreed and 57(26.3%) strongly disagreed with a mean score of (4.0900) implying respondents were in disagreement with the statement. The result therefore reveal that teachers feel secure with their work. Responses on "My head teacher is the chief judge of the achievements of the teachers" show that 87(40.1%) of the participants strongly agreed with the

declaration, 92(42.4%) disagreed with the statement 38(17.5%) were undecided, 0(0%) were in disagreement with a mean score of (2.2900) implying that the lead educator is the main judge of the achievements of the educators in secondary schools. Responses to "My head teacher gives orders and clarifies procedures" show that 68(31.3%) of respondents strongly agreed with the declaration, 132(60.8%) agreed with the statement, 17(7.8%) were undecided, and 0(0%) disagreed with the declaration, with a mean score of (4.2400) implying that secondary school head teachers give orders and clarify work procedures. Generally, the responses above point to the existence of authoritarian leadership among head teachers in secondary schools in Ibanda Municipality since majority of the respondents agreed to the statements that were used to test this leadership style. These statements are in contention with the responses from the interviews conducted. For example, Respondent 1 on how they understood authoritarian leadership style said, "Most teachers of these days are lazy. They do not want to teach because most of them think they are paid less. They start businesses and spend most of the time there. Therefore, I usually become hard on them, direct them and even punish them in case they do not comply. I can even ask them to write apologies or suspend them for some time. They have branded me an authoritarian leader. For that matter, I can say authoritarian leadership means you are hard on your teachers ordering them here and there because you want them to do work as they are supposed to. Most times they are the ones who bring it because they do not want to work." This response is a confession not only confirming the practice of authoritarian leadership in secondary schools in Ibanda municipality, but also validating statement 1, 2, 4 and 5 as indicators of authoritarian leadership.

Burnout

This section presents responses on burnout of teachers on emotional exhaustion, depersonalization/cynicism and lack of personal accomplishment.

Emotional exhaustion

This section presents responses on emotional exhaustion. The replies are measured on a five point Likert scale as shown in table 6:

Table 6: Emotional Exhaustion

Statement	SA No. (%)	A No. (%)	U No. (%)	DA No. (%)	SD No. (%)	Mean
I feel emotionally drained by teaching	81(37.3%)	40(18.4%)	30(13.8%)	31(14.3%)	35(16.1%)	3.4700
I feel like teaching is breaking me down/feel used up at the end of the workday	40(18.4%)	64(29.5%)	82(37.8%)	31(14.3%)	0(0%)	3.5200
Working with people all the day long requires a great deal of efforts	125(57.6%)	64(29.5%)	28(12.9%)	0(0%)	0(0%)	4.4500
I feel frustrated by teaching	64(29.5%)	75(34.6%)	78(35.9%)	0(0%)	0(0%)	3.9400
It stresses me too much to work in direct contact with people	0(0%)	64(29.5%)	21(9.7%)	88(40.6%)	44(20.3%)	2.4800
I feel like I am at the end of my rope	57(26.3%)	17(7.8%)	77(35.5%)	49(22.6%)	17(7.8%)	3.2200
I feel tired when I get up in the morning and have to face another day at school	104(47.9%)	82(37.8%)	31(14.3%)	0(0%)	0(0%)	4.3400
I feel am working too hard on my job	64(29.5%)	57(26.3%)	58(26.7%)	38(17.5%)	0(0%)	3.6800
I feel burned out from teaching	24(11.1%)	44(20.3%)	118(54.4%)	14(6.5%)	17(7.8%)	3.2000

Table 6 above shows replies on “I feel emotionally drained by teaching” indicating that 81(37.3%) participants strongly agreed, 40(18.4%) agreed, 30(13.8%) were undecided, 31(14.3%) disagreed, and 35(16.1%) strongly disagreed with a mean of (3.4700). Results thus show majority of the educators emotionally exhausted by the process of educating learners. Responses to “I feel like teaching is breaking me down/feel used up at the end of the workday”, indicate that 40(18.4%) participants strongly agreed, 64(29.5%) agreed, 82(37.8%) were undecided, 31(14.3%) disagreed with a mean of (3.5200) meaning a big number of teachers feel exhausted during teaching especially after completing the day’s work. Responses to “Working with people all the day long requires a great deal of efforts” indicate that 125(57.6%) participants strongly agreed, 64(29.5%) agreed, 28(12.9%) were undecided and none of the participants disagreed. This had a mean of (4.4500). The responses reveal that it is much tasking to work with people around you and needs a teacher to put in extra energies. Responses to the declaration “I feel frustrated by teaching”, show that 64(29.5%) participants strongly agreed with the declaration, 75(34.6%) agreed, 78(35.9%) were undecided and none of the respondents disagreed. This had a mean score of (3.9400). Responses show that most educators were frustrated with teaching. Responses on “It stresses me too much to work in direct contact with people”, show that 64(29.5%) participants agreed with the statement, 21(9.7%) were undecided, 88(40.6%) disagreed and 44(20.3%) strongly disagreed with a mean score of (2.4800). The results show more teachers disagreed with the statement. Responses on “I feel like I am at the end of my rope”, show that 57(26.3%) strongly agreed with the statement, 17(7.8%) agreed, 77(35.5%) were undecided, 49(22.6%) disagreed, and 17(7.8%) strongly disagreed with a mean score of (3.2200). The responses show that most teachers were undecided with the statement. Responses to the statement “I feel tired when I get up in the morning and have to face another day at school”, show that 104(47.9%) strongly agreed with the declaration, 82(37.8%) agreed, 31(14.3%) were undecided and none of the respondents disagreed. The mean score for this is 4.3400. The responses show that educators feel exhausted when they wake up with a feeling of working again at school. Responses to the statement, “I feel am working too hard on my job” show that, 64(29.5%) of the respondents strongly agreed with the declaration, 57(26.3%) agreed, 58(26.7%) were undecided, and 38(17.5%) disagreed with a mean score of (3.6800). These responses show that more teachers are working too hard on their jobs. Responses to the statement “I feel burned out from teaching” show that 24(11.1%) of the respondents strongly agreed with the statement, 44(20.3%) agreed, 118(54.4%) were undecided, 14(6.5%) disagreed with the statement and 17(7.8%) strongly disagreed with the statement with a mean score of (3.2000). The responses show that more teachers were undecided.

Depersonalization/Cynicism

This section presents responses on depersonalization/cynicism, the replies are measured on five Likert scale as presented in the table 7:

Table 7: Depersonalization/Cynicism

Statement	SA No. (%)	A No. (%)	U No. (%)	DA No. (%)	SD No. (%)	Mean
I feel I look at some students impersonally as if they are objects	0 (0%)	24 (11.1%)	61 (28.1%)	54 (24.9%)	78 (35.9%)	2.1400
I worry that this job is hardening me emotionally	64 (29.5%)	23 (10.6%)	34 (15.7%)	35 (16.1%)	61 (28.1%)	2.9700
I have become more heartless/insensitive towards people since I took this job	0 (0%)	64 (29.5%)	122 (56.2%)	0 (0%)	31 (14.3%)	3.0100
I feel some students blame me for some of their problems	0 (0%)	61 (28.1%)	61 (28.1%)	34 (15.7%)	61 (28.1%)	2.5600
I really don't care about what happens to some of my students	0 (0%)	17 (7.8%)	87 (40.1%)	35 (16.1%)	78 (35.9%)	2.200

Source: Field data, 2023

Table 7: shows that according to responses on the statement “I feel I look at some students impersonally as if they are objects”, 24(11.1%) agreed with the declaration, 61(28.1%) were undecided, 54(24.9%) disagreed with the statement, 78(35.9%) strongly disagreed with a mean score of (2.1400). These responses show that teachers disagreed with the declaration. Regarding responses to the statement, “I worry that this job is hardening me emotionally”, 64(29.5%) strongly agreed, 23(10.6%) agreed, 34(15.7%) were undecided, 35(16.1%) disagreed, 61(28.1%) strongly disagreed with a mean score of (2.9700). Replies show that more teachers disagreed with the statement that the job is hardening them emotionally. Responses to the statement, “I have become more heartless/insensitive towards people since I took this job”, show that 64(29.5%) agreed, 122(56.2%) were undecided, 31(14.3%) strongly disagreed with the statement with a mean score of (3.0100). This shows that more teachers were undecided. Responses to the statement “I feel some students blame me for some of their problems”, indicate that 61(28.1%) agreed to the statement, 61(28.1%) were undecided, 34(15.7%) disagreed with the statement, 61(28.1%) strongly disagreed with a mean score of (2.5600). This shows that more teachers disagreed with the statement. Responses to the statement, “I really don't care about what happens to some of my students” show that 17(7.8%) agreed with the declaration, 87(40.1%) were undecided, 35(16.1%) disagreed, while 78(35.9%) strongly agreed with a mean score of (2.200). This shows that more teachers disagree with the statement.

Reduced Personal Accomplishments

This section presents responses on reduced personal accomplishments, the replies are measured on five-point Likert scale as presented in the table 8:

Table 8: Reduced Personal Accomplishments

Statement	SA No. (%)	A No. (%)	U No. (%)	DA No. (%)	SD No. (%)	Mean
I do not accomplish many worthwhile things in this job	0(0%)	138(63.6%)	31(14.3%)	14(6.5%)	0(0%)	3.8800
I do not feel full of energy	24(11.1%)	23(10.6%)	125(57.6%)	45(20.7%)	0(0%)	3.1200
I do not easily understand what my students feel	0(0%)	0(0%)	102(47.0%)	71(32.7%)	44(20.3%)	2.2700
I do not look after my students' problems very effectively	40(18.4%)	41(18.9%)	52(24.0%)	53(24.4%)	31(14.3%)	3.0300
In my work, I do not handle emotional problems very calmly	0(0%)	99(45.6%)	51(23.5%)	53(24.4%)	14(6.5%)	3.0800
Through my work, I do not feel that I have a positive influence on people	0(0%)	57(26.3%)	31(14.3%)	91(41.9%)	38(17.5%)	3.4900
I am not able to create a relaxed atmosphere with my students	40(18.4%)	0(0%)	126(58.1%)	37(17.1%)	14(6.5%)	3.0700
I do not feel refreshed when I have been close to my students at work	40(18.4%)	0(0%)	88(40.6%)	61(28.1%)	28(12.9%)	3.8300

Source: Field data, 2023

Table 8 shows that responses to the statement “I do not accomplish many worthwhile things in this job” indicate that 138(63.6%) agreed with the statement, 31(14.3%) were undecided, 14(6.5%) disagreed with a mean score of (3.8800). The responses show that teachers do not accomplish many worthwhile things in their job. Responses to the statement “I do not feel full of energy” indicate that 24(11.1%) strongly agreed with the statement, 23(10.6%) agreed, 125(57.6%) were undecided, 45(20.7%) disagreed with a mean score of (3.1200). The responses show that more teachers were undecided. Responses to the statement, “I do not easily understand what my students feel”

indicate that no participant agreed with the declaration, 102(47.0%) were undecided, while 71(32.7%) disagreed, and 44(20.3%) strongly disagreed with a mean score of (2.2700). Responses show that teachers are in disagreement with the statement. Responses to the statement “I do not look after my students' problems very effectively” indicate that 40(18.4%) strongly agreed with the statement, 41(18.9%) agreed with the declaration, 52(24.0%) were undecided, 53(24.4%) disagreed with the declaration, while 31(14.3%) strongly disagreed with a mean score of (3.0300). Responses show that teachers are in disagreement with the statement. Responses to the statement, “In my work, I do not handle emotional problems very calmly” indicate that 99(45.6%) agreed with the statement, 51(23.5%) were undecided, 53(24.4%) disagreed with the statement, and 14(6.5%) strongly disagreed with a mean score of (3.0800). Responses show that teachers are in agreement with the statement. Responses to the statement “Through my work, I do not feel that I have a positive influence on people” show that 57(26.3%) agreed with the statement, 31(14.3%) were undecided, 91(41.9%) disagreed with the statement, while 38(17.5%) strongly disagreed with a mean score of (3.4900). The responses show that most teachers are in disagreement with the statement. Responses to the statement, “I am not able to create a relaxed atmosphere with my students” indicate that 40(18.4%) strongly agreed with the statement, 126(58.1%) were undecided, 37(17.1%) disagreed with the statement, and 14(6.5%) strongly disagreed with the statement with a mean score of (3.0700). Responses show that more teachers were undecided on this statement. Responses to the statement “I do not feel refreshed when I have been close to my students at work” show that 40(18.4%) strongly agreed with the statement, 88(40.6%) were undecided, 61(28.1%) disagreed with the statement, while 28(12.9%) strongly disagreed with a mean score of (3.8300). The responses show that more teachers were undecided on the statement.

Hypothesis Test Result

The study's hypothesis was, "There is a significant relationship between head teachers' authoritarian leadership style and teachers' burnout in secondary schools in Ibanda Municipality." Authoritarian leadership style is favorably rated as contributing to teacher burnout in secondary educational institutions in Ibanda Municipality. The data clearly supported the concept. Correlation analysis was used to determine the role of authoritarian leadership on teacher burnout. This discovery is depicted in the table below:

Table 9: Correlation Analysis on Authoritarian Leadership Style and Teachers' Burnout

		Authoritarian Leadership	Teachers' Burnout
Authoritarian Leadership Style	Pearson correlation	1	0.34**
	Sig.(2-tailed)		0.003
	Number	217	217
Teachers' Burnout	Pearson correlation	0.34**	1
	Sig.(2-Tailed)	0.003	
	Number	217	217

** Correlation is significant at 0.01 level (2-Tailed)

The findings in table 9 reveal that Authoritarian Leadership Style moderately contributes to Teacher Burnout, with a 0.34 significance. They have a correlation of $r=0.34$; $p=0.003$. The correlation coefficient of 0.34 indicates that there is a positive but moderate relationship between Authoritarian Leadership Style and Teacher Burnout. "r" value less than one indicates that a moderate contribution exists. The study concludes that at the 5% level of significance, there is moderate evidence that Authoritarian Leadership Style relates to Teacher Burnout. "P" value of 0.003 suggests a moderate relationship between Authoritarian Leadership Style and Teacher Burnout at School. The findings imply that an increase in authoritarian leadership would result in a proportional increase in teachers' burnout. This therefore implies that Authoritarian Leadership Style contributes to Teachers' Burnout.

These results are in agreement with the results from the interviews. For example, while responding to question 8 of the interview, Respondent 6 said:

I very much know from my experience as a head teacher and teacher that when you are hard on your teachers, you stress them. Teachers get tired of your directives all the time and feel inadequate. If you become autocratic like Iddi Amin Dada, your teachers will hate you, transfer to other schools, or transfer the anger to the students. Such teachers feel much stress and fatigue from working with you.

Similarly, respondent 9 said:

I never back at my teachers since I know that bogs them down and makes them feel they are not teachers enough. It will bother them to know that you do not believe in their abilities. I see many head teachers around here doing it but it is not good. It is stressful to work with a dictatorial head teacher. These statements indeed show that there is a positive relationship between authoritarian leadership and burnout.

DISCUSSION OF RESULTS

According to the results, the hypothesis was rejected because the researcher finally found out that there is a positive and moderate relationship between authoritarian leadership style and burnout of teachers. Authoritarian leadership styles are favorably rated as contributing to teacher burnout in secondary educational institutions in Ibanda Municipality. The data clearly supported the concept. This conclusion, while not entirely consistent with the findings of other research such as [51], was consistent with theoretical claims such as those of [52] and [53] that teachers' burnout was dependent on the authoritarian leadership style. Correlation analysis was used to determine the role of authoritarian leadership on teacher burnout. This is also supported by interview data where respondent 15 agreed with the statement. On responding to question 8 on the interview guide, respondent 15 said, "When a head teacher is authoritarian, it leads to a high burnout of teachers." Authoritarian leadership styles have been shown to demotivate workers in a variety of ways, according to several academics. For instance, according to [54], in authoritarian leadership, there is mistrust between the leader and the followers, which lowers the followers' level of trust in the leader. According to [54] and [55] authoritarian leadership results in low self-esteem, psychological torment, anxiety, low job satisfaction, among other detrimental effects that all serve to demotivate the workforce. All this leads to a high burnout among staff.

CONCLUSION

According to the study's findings, the research hypothesis was rejected because the researcher finally found out that there is a positive and moderate relationship between authoritarian leadership style and burnout of teachers. This means that when authoritarian leadership increases, burnout also increases because the two variables move in the same direction. Authoritarian leadership styles are favorably rated as contributing to teacher burnout in secondary educational institutions in Ibanda Municipality.

RECOMMENDATIONS

The researcher recommends that the Ministry of Education and Sports should embrace and intensify refresher courses for head teachers to re-equip them with the best leadership practices that could help them avoid authoritarianism. Such re-equipping can be managed at seminars, workshops, and short courses in conjunction with teacher education institutions such as colleges and universities. This can equip the headteachers with the best leadership practices in the ever-changing dynamics of the education system. Therefore, the ministry and its partner agencies like National Curriculum Development Center and National Council for Higher Education should put in place sound curriculums in leadership skills and styles to ensure that serving head teachers are adequately and effectively trained to lead and manage the schools. It should not be done in a hurry and by use of trainers who are not knowledgeable. This will enable head teachers to avoid disastrous leadership styles such as authoritarianism and employ the best practices for managing burnout of their teachers.

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