

# The Relationship between Head Teacher's Democratic Leadership Style and Teachers' Burnout in Secondary Schools in Ibanda Municipality, Ibanda District, Uganda

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## ABSTRACT

The investigated the relationship between head teacher's democratic leadership styles and teacher burnout in secondary schools in Ibanda Municipality, Uganda. In order to ascertain the relationship between the two variables, a correlation design was used, and to accommodate both qualitative and quantitative data, a mixed approach combining quantitative and qualitative research methods was also adopted. 217 teachers and 15 head teachers from the 15 secondary schools in Ibanda municipality provided the data. A questionnaire was given to the teachers, while an interview guide was given to the head teachers. The Leadership Styles Questionnaire and the Maslach Burnout Inventory served as the foundation for the questionnaire. The findings indicate that democratic leadership style had a positive and strong relationship with burnout. Correlation in them is  $r= 0.56$  and this shows a positive and strong relationship. This means that democratic leadership leads to burnout since both variables move in the same direction. Therefore, high democratic leadership was associated with increased burnout. The researcher recommends that teacher associations such as PTA, UNATU and UPSTU should adopt appropriate policies to push for better services balancing all teachers regardless of their subject orientation. Motivation of teachers should be in the interests of everyone. The central government should also adopt this as a way of motivating all teachers and ensuring they are satisfied with their jobs hence reducing burnout. Municipal education officers should also intensify monitoring and enforce effective human resource manuals in schools to empower head teachers while protecting the interests of the teachers so as to balance and create a win-win situation that is necessary for reducing burnout. The researcher also suggests doing empirical research in Ibanda's non-municipality secondary schools and other regions of the country to see whether the study's conclusions are still relevant.

Keywords: Leadership Styles; Burnout, Relationship, Style, Teachers and Burnout

## 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]. Burnout refers to the final reaction that manifests as a result of chronic stressors from the job or a state of exhaustion brought about by excessive demands on the individual's energy, strength, or resources characterized by three dimensions which are exhaustion, depersonalisation, and diminished personal achievement [4]; [5]; [6]. 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 [7]; [8]; [9]. This research therefore pursued to find out the relationship between the democratic leadership style of head teachers and burnout of teachers in secondary schools in Ibanda Municipality, Ibanda district, Uganda. The idea of burnout first emerged in 1960 in the novel *A Burnt-Out Case* by Graham Greene in which the chief character had lost his drive to work and exhausted, worn out, and isolated. Therefore, the book popularized the word "burnout," which refers to someone who feels they have no choice but to despair given their circumstances [10]; [5]. 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 depersonalization. Other studies done in the 1980s by researchers Maslach, Pines, and Jackson who discovered that workers' productivity suffers when they feel overworked [11]. Over the last decades, burnout has become a commonly employed index of job-related distress [12]; [13]. Burnout has been defined as a stress-induced syndrome reflecting symptoms of exhaustion, cynicism, and inefficacy [14]. The Maslach Burnout Inventory (MBI) embodies this three-component definition [15]; [16]. The MBI has been the most widely used measure of burnout and has played a decisive role in shaping burnout research [17]; [18]; [19]. [13], note that while burnout has gained considerable popularity since the introduction of the MBI in the early 1980s [14], occupational health specialists have identified worrying shortcomings in the construct [20]; [21]; [22]; [23]; [24]. Despite their gravity, these shortcomings have largely been overlooked, and few efforts have been devoted to investigating their root causes. 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 [25]. 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 [26]; [27]; [3] [28]. 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 [29]; [30]. 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 [31]. Furthermore, today, teacher burnout leads to absenteeism, lowered work standards, low employee engagement and high staff turnover [31]; [30]. 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 [32]; [28]. 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 [33]. 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 [29], while almost partial of the educators in India experience burnout [34]. 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 [33]. In Africa, current studies on the issue of burnout highlight it as 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 [35]. However, other studies have traced burnout in Africa way back to the overstretched workers under African kings, and later under the exploitative colonial masters [36]. A study carried out by [37] 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 [37]. Educators in Namibia face levels of burnout that are like those in most other countries in Africa, making teacher burnout a continental issue [38]. [39] 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 [37]. The rise in private education institutions and their endless quest for flashy academic achievements means overstretching teachers so that they milk marks from learners. Such a situation has called for night lessons, morning lessons, teachers being forced to stay in school and work Monday to Monday, day and night, including during holidays. Therefore, it has become inevitable for learners to experience burnout [36]. 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 [40]. 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 [41]; [8]. Much interest in studies on leadership styles of managers though much is still desired on head teachers' leadership styles and burnout has been registered in earlier studies 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 [42]; [43]. [44] have linked positive leadership to low emotional exhaustion among health workers in the medical profession.

#### LITERATURE REVIEW

[45], defines democratic leadership style as the sharing of duties and the empowerment of group members, as well as the support offered by group members during the decision-making process, functions. Democratic leadership favors the group members' sharing of the leader's administrative authority [46]. The most notable aspect of this leadership approach is that the leader solicits feedback from the group while formulating objectives, strategies, and policies [47]; [48]. [49], carried out a study to examine the relationship between teachers' cynicism and school principals' leadership styles among participants teaching in high schools in Turkey's Balıkesir district of Turkey and found out that organizational cynicism and democratic leadership were related. The study discovered that democratic leadership was a key predictor of organizational cynicism and was negatively connected with it. However, the study ignored other dimensions of burnout as it only concentrated on cynicism. This gave ground for examining whether emotional tiredness and a lack of personal success were also affected by the negative relationship between democratic leadership style and cynicism. [50], carried out a study on the impact of democratic leadership style on job performance of subordinates in academic libraries in Port Harcourt, Rivers State, Nigeria and found out that there was a link between democratic leadership and burnout. The study, which included professional and paraprofessional library personnel, found that democratic leadership styles in academic libraries had a beneficial impact on employees' job performance because it reduces burnout levels and all its factors resulting in high employees' productivity. According to the study, burnout was a factor that slowed down job performance. The democratic leadership style tended to solve burnout in order to create very effective work teams and subordinates who were very satisfied with their jobs. The study though did not exhaustively and clearly look at burnout as it focused mainly on job performance. Burnout was looked at as a factor that affected job performance hence studied under performance. Therefore, there was need to study burnout comprehensively to close this gap. On the relationship between democratic leadership and burnout, [51] stated that, interestingly, sportspeople who used very high degrees of democratic style showed least burnout levels, permitting to the relationship between leadership styles and stress indicators of sports leaders. The obtained findings confirmed democratic leadership style having a relationship with burnout for it showed less stress levels with its various indicators. In terms of physical and behavioral stress indicators, democratic leadership style significantly do negatively correlates with stress. This indicated that sports leaders who follow democratic leadership style were less stressed and generally had better physical and behavioral health. Besides, democratic athletes demonstrated a significant detrimental association between total stress and their sport. These results concurred with past studies on democratic leaders. Since the study concentrated only on sports leaders, it become necessary to study the styles of school leaders as well in relation to the stress of teachers to fill this gap. The study which concentrated on stress also ignored some indicators of burnout like cynicism and reduced personal accomplishment yet they too are important in studying burnout. Therefore, it became necessary to re-examine democratic leadership and burnout especially in education to fill gaps identified in that study. In the study by [52] on leadership styles and burnout of aquatic coaches in Tehran, Iran, findings of the second, fourth and fifth hypotheses related to democratic leadership. The findings on the second hypothesis showed that there was no significant relationship between democratic leadership style and burnout of coaches. However, the study concentrated on aquatic coaches leaving a gap for studying the same variables but in the school setting among head teachers and teachers. This gap supported a study on head teachers leadership styles and teacher burnout to see if the findings by [52] could apply to the education sector. [53], carried out a survey that investigated the relationship between leadership behaviour and occupation burnout among social care professionals and found out a relationship between the two variables. The correlational tests for the study showed that democratic leadership style positively correlated with reduced personal accomplishment, depersonalisation and emotional exhaustion. However, the results showed a substantial difference in male and female ratings on the depersonalization subscale of burnout. Additionally, compared to those who worked for volunteer organizations, social care professionals who worked for statutory organizations reported higher levels of emotional tiredness. Thus demographics and democratic leadership therefore functioned as prognostic antecedents of burnout. However, the study only concentrated on some behaviours of democratic leaders but never studied the style in totality. A comprehensive study on democratic leadership and burnout needed to be done and such would be applied to another field such as education to find out if the results would be same as those from the health care profession. Regarding democratic leadership and burnout, studies found out either negative or positive relationships between the two variables. [49], discovered that democratic leadership has a negative relationship with organizational cynicism and with a strong predictor of the same. [52] showed that there was no significant connection between democratic leadership style and burnout of coaches.

### OBJECTIVE OF THE STUDY

To establish the relationship between head teacher’s democratic leadership style and teachers’ burnout in secondary schools in Ibanda Municipality, Ibanda District, Uganda.

### RESEARCH HYPOTHESIS

There is no significant relationship between head teacher’s democratic 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 [54]. The researcher used a correlation design because it figured out which variables were connected hence making it easy to determine the relationship between democratic 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 [55]. The sample for the study was drawn from the 500 teachers and 15 head teachers that formed the study population. Krejcie and Morgan 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, [56]. According to the Krejcie and Morgan 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 total sample for the study 232 respondents (217 teachers and 15 head teachers). 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: Department of Education, 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: Department of Education, 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 [54]. 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 [54]. 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 democratic 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 – democratic (6 items), democratic (6 items), and democratic (6 items). Therefore, only 6 items testing democratic 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 [57]. 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 [58]. 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 items). The study also used an interview guide to collect qualitative data from head teachers. The interview guide helped the researcher to interview head teacher [59]. 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 [59]. 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 [60]. Reliability of a tool for study is defined by [61] as a metric used to evaluate how effectively a research tool delivers dependable results after several trials. The questions were piloted among 22 educators (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 Cronbach's alpha coefficient. According to [62], 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	Cronbach'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
	<b>Total</b>	<b>217</b>	<b>100.0</b>

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.

#### Democratic Leadership Style

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

**Table 5: Responses on Democratic Leadership Style**

Statement	SA No. (%)	A No. (%)	U No. (%)	DA No. (%)	SD No. (%)	Mean
My head teacher makes us part of decision making process	38(17.5%)	124(57.1%)	38(17.5%)	17(7.8%)	0(0%)	3.8400
My head teacher thinks providing guidance without pressure is the key to being a good head teacher	30(13.8%)	116(53.5%)	14(6.5%)	57(26.3%)	0(0%)	3.5500
We need frequent and supportive communication from our head teacher	142(65.4%)	75(34.6%)	0(0%)	0(0%)	0(0%)	4.6500
My head teacher helps teachers accept responsibility for completing their work	0(0%)	153(70.5%)	0(0%)	40(18.4%)	24(11.1%)	3.3000
My head teacher helps teachers find their passion	34(15.7%)	84(38.7%)	14(6.5%)	85(39.2%)	0(0%)	3.3100
My head teacher thinks teachers are basically competent and if given a task will do a good job	45(20.7%)	70(32.3%)	21(9.7%)	81(37.3%)	0(0%)	3.3600

Source: Field data, 2023

According to replies from table 5 above, 38 participants—or 17.5%—strongly agreed with the declaration that "My head teacher makes us part of the decision-making process," 124 respondents—or 56.1%—agreed with the same declaration, 38 participants—or 17.8%—were undecided, and 17 participants—or 7.8%—disagreed with the declaration. This suggests that participants generally agree that teachers participate in decision-making in secondary schools. Responses to the statement "My head teacher thinks providing guidance without pressure is the key to being a good head teacher" indicate that, 30(13.8%) respondents strongly agreed, 116(53.5%) of the respondent agreed, 14(6.5%) were undecided, 57(26.3%) disagreed with a mean score of (3.5500) implying that respondents were generally in agreement with the statement. The results therefore reveal that lead educators in secondary schools provide guidance with no panic as a key to being a good head teacher. Responses to the statement "We need frequent and supportive communication from our head teacher" show that 142(65.4%) strongly agreed, 75(34.6%) participants agreed, none of the respondents was undecided and none disagreed. With a mean score of (4.6500), it implies that teachers require frequent and supportive communication from their head teacher. On the statement "My head teacher helps teachers accept responsibility for completing their work", 153 (70.5%) participants agreed, 40(18.4%) disagreed, and 24(11.1%) strongly disagreed. With a mean score of (3.3000), results show a lead educator helps his educators accept their responsibilities for finishing their tasks in secondary schools. Responses to the statement "My head teacher helps teachers find their passion" indicate that 34(15.7%) strongly agreed, 84(38.7%) agreed, 14(6.5%) were undecided and 85(39.2%) disagreed. With a mean score of (3.3100), results reveal that head teachers help teachers find their passion in secondary schools. Responses on "My head teacher thinks teachers are basically competent and if given a task will do a good job" reveal that 45(20.7%) participants strongly agreed, 70(32.3%) agreed, 21(9.7%) were undecided, and 81(37.3%) disagreed. With a mean score of (3.3600), results therefore reveal that educators were good enough to always perform their jobs according to expectations. Generally, this shows that democratic leadership is much practiced by the head teachers in Ibanda Municipality secondary schools. These results also rhyme with results from the interviews conducted where democratic leadership was found popular among head teachers. For example, respondent 1 while responding to question 9 said:

Democratic leadership is where you involve teachers in everything you do as an administrator such as decision making, communication and implementation. I like doing this because it makes teachers feel they are valued and I have not regretted results. I wish all my fellows do it.

**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 fell 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 second hypothesis was: “There is no significant relationship between head teacher’s democratic leadership style and burnout of teachers in secondary schools in Ibanda municipality, Uganda.” To test the hypothesis, a correlation test was run. Correlation results of Democratic Leadership Style and Teachers’ Burnout are shown in the table.

**Table 9: Correlation on Democratic Leadership Style**

		Democratic Leadership Styles	Teachers’ burnout
Democratic Leadership Styles	Pearson Correlation	1	0.56**
	Sig.(2-tailed)		0.004
	Number	217	217
Teacher’s burnout	Pearson Correlation	0.56**	1
	Sig.(2-tailed)	0.004	
	Number	217	217

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

Correlation results reveal a significant correlation concerning democratic leadership style and teachers’ burnout. Correlation in them is  $r=0.56$  and this shows a positive and strong relationship, with  $p=0.004$  less than 0.01 which indicates a positive and significant relationship. Therefore, the conclusion is that there is a less sufficient evidence, at the 5% level, of a significant relationship between the democratic leadership style and teachers’ burnout. Therefore, the research hypothesis was rejected as correlation results reveal that there is a positive and significant positive relationship between a head teacher’s democratic leadership style and burnout of teachers in secondary schools in Ibanda municipality, Uganda. This means that democratic leadership leads to burnout since both move in the same direction as the positive relationship suggests. When democratic leadership increases, burnout also increases. Such results are not in agreement with interview data from respondent 4 who responded to question 10 with, “I believe democratic leadership does not stress my teachers. This is the reason why I am democratic. When you are democratic, teachers love their job and work well without major challenges.”

### DISCUSSION OF RESULTS

The results are not in agreement with some of the earlier researchers who found a negative correlation between democratic leadership and burnout. For example, [49] carried out a study to examine the relationship between teachers' cynicism and school principals' leadership styles among participants teaching in high schools in Turkey's Balkesir district of Turkey and found out that organizational cynicism and democratic leadership were related. The study discovered that democratic leadership was a key predictor of organizational cynicism and was negatively connected with it. The study findings are supported by some scholars nevertheless. [53], carried out a survey that investigated the relationship between leadership behaviour and occupation burnout among social care professionals and found out a relationship between the two variables. The correlational tests for the study showed that democratic leadership style positively correlated with reduced personal accomplishment, depersonalization and emotional exhaustion.

### CONCLUSION

According to findings, the research hypothesis was rejected as correlation results reveal that there is a positive and significant positive relationship between a head teacher’s democratic leadership style and burnout of teachers in secondary schools in Ibanda municipality, Uganda. This means that democratic leadership leads to burnout since both move in the same direction as the positive relationship suggests. When democratic leadership increases, burnout also increases.

### RECOMMENDATIONS

Teacher associations such as PTA, UNATU and UPSTU should adopt appropriate policies to push for better services balancing all teachers regardless of their subject orientation. Motivation of teachers should be in the interests of everyone. The central government should also adopt this as a way of motivating all teachers and ensuring they are satisfied with their jobs hence reducing burnout. Municipal education officers should also intensify monitoring and enforce effective human resource manuals in schools to empower head teachers while protecting the interests of the teachers so as to balance and create a win-win situation that is necessary for reducing burnout.

Future research should think concentrate on secondary school head teachers' leadership styles and teachers' classroom performance, as well as the working conditions and working conditions of teachers, teachers' performance and discipline, school inspection and performance, and other aspects. Future studies should also look at the leadership contributions made by head teachers in Ibanda's non-municipal schools and other low-performing districts in Uganda. Future research should also look at leadership styles and burnout of teachers in other levels of education such as pre-primary, primary and postsecondary education institutions.

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