

## Data set for “Headteachers’ Leadership Styles and Commitment of Teachers in Bushenyi District, Western Uganda”



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Data was collected to investigate the effect of head teachers’ leadership styles on the commitment of teachers among secondary in Bushenyi District, Western Uganda. It was specifically focused on: the relationship between head teachers’ democratic leadership style and commitment of teachers; the relationship between head teachers’ autocratic leadership style and commitment of teachers; the relationship between head teachers’ laissez-faire leadership style and commitment of teachers among primary schools in Bushenyi district, Western Uganda. Data was collected in the month of August, 2023 from a total sample of 233 teachers from both government aided and private schools (122 males and 111 females). The data was collected using a self-designed questionnaire that was constructed from reading literature and following the research questions. All items in this instrument were closed-ended were measurement based on the five-point Likert Scale (1 = strongly disagree 2 = disagree 3 = not sure 4 = agree 5 = strongly agree). After organising the data quantitatively, it was entered into the computer using both excel spreads and statistical package for social scientists for further analysis. The data is in form of raw data, and it can be analyzed in different forms such as: relationship between the different forms of headteachers leadership style (democratic, autocratic and laissez-faire) and; the particular areas of teachers’ commitment (Affective, Continuance, and Normative), ownership of the school (government or private), gender (male or female), category of the school (day or boarding), teachers’ age among other factors that can be considered. Policy makers and school administrators can also base on this data to identify leadership gaps among headteachers that may call for refresher training or mediation talks.

### Table of Specification

Subject	School Management
Specific Subject Area	Staff Motivation
Type of Data	MS Excel Spreadsheets
How data were collected	A closed ended questionnaire was used to collect data. (available on: <a href="https://data.mendeley.com/drafts/z5jzr7yx54">https://data.mendeley.com/drafts/z5jzr7yx54</a> )
Data Format	Raw data Filtered
Parameters for data collection	Before data was collected, a questionnaire was developed. In its introductory section, a sentence was included assuring potential respondents of anonymity and confidentiality of their responses and that data collected was to be used only for academic purposes with possibility of having the findings published in journals. The research instrument was valid and reliable as proven at standard level in an international context.
Description of data collection	After the questionnaire was developed and validated, copies were distributed to the respondents (teachers) by the first author. Filled questionnaires were collected, responses coded and entered into the computer for analysis.
Data source location	Data was collected by the first author herself from 233 primary school teachers in Bushenyi district, Western Uganda.
Data accessibility	Data is freely available to explore and reuse. Repository name: Mendeley Direct URL to data: <a href="https://data.mendeley.com/drafts/z5jzr7yx54">https://data.mendeley.com/drafts/z5jzr7yx54</a>

### VALUE OF THE DATA

This data is of significant importance because it provides insights into how schools are being managed generally, the particular leadership styles being employed, and why teachers transfer from one school to another.

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Government official and school administrators can base on this information to plan for refresher courses on school management, and emphasize some of staff the motivation indicators such as consultation, involvement, promotions and also to considerate when some teachers may want to be close to their families.

Researchers in similar fields can follow these results to investigate other factors that may influence teachers’ level of work hence acting as a reference point.

Data can be analyzed based on various variables such as gender, school ownership, school category, teachers’ level of academic qualifications, teachers’ experience among others.

### DATA DESCRIPTION

Data was collected to investigate the relationship between head teachers’ leadership styles and the commitment of teachers among secondary in Bushenyi District, Western Uganda. The data was compiled into one MS Excel 2016 file. It is entitled “Headteachers’ Leadership styles and Teachers Commitment Raw data”. The file has two sheets: the first sheet presents the numerical raw data, while the second sheet describes the data parameters.

The questionnaire is a word document. It comprises of section A: Background Characteristics (gender, age, level of education attained (Diploma, Bachelors, postgraduate), responsibility held at school, and teaching experience); and section B: Organizational Commitment (affective, Continuance and Normative); section C: Leadership Styles (Democratic, autocratic and Laissez-faire). The items are graded based on a 5-point Likert scale (Strongly disagree – 1, Disagree – 2, Moderately agree – 3, Agree - 4, and Strongly Agree – 5).

### Variables and their assigned codes

School Ownership	(1 = Government; 2 = Private)
School status	(1 = Single-girls; 2 = Single-boys; 3 = Both boys and girls)
School category:	(1 = Boarding only; 2 = Day only; 3 = Both day and boarding)
Gender of participant	(1 = Male; 2 = Female)
Age of participant	(1 = 22 -25 years; 2 = 26 - 30 years; 3 = above 30 years)
Qualification of participant:	(1 = Diploma; 2 = Bachelors; 3 – postgraduate)
Responsibility of participant:	(1 = Subject teachers only; 2 = Class-teacher; 3 = Head of department; 4 = others)
Experience:	(1 = Less than 5 years; 2 = 5 - 10 years; 3 = above 10 years)

### RESEARCH DESIGN, MATERIALS AND METHODS

The data set in this study was collected to investigate the relationship between head teachers’ leadership styles and commitment of teachers among primary schools in Bushenyi district, Western-Uganda. A correlational research design with a quantitative approach was employed. A total sample of 233 teachers from both government aided and private schools (122 males and 111 females) gave in their responses. The items were first discussed with three other research experts from education to assess their validity in relation to the problem under investigation. It was then pilot tested among 15 members randomly selected. The reliability was obtained by computing Cronbach's Alpha Based on Standardized Items which yielded a value of 0.89, this rendered the instrument fit for data collection. Data was collected in the month of August, 2023

### Ethics Statement

In June 2023, the first author submitted the research proposal to Valley University of Science and Technology research ethical committee for ethical clearance [The protocol number was 42/VUST/2023]. We got ethical clearance that was used to seek permission to conduct the study. All participants have been explained the purpose of the study and all involved stages. There was no any form of remuneration. Respondents were free to withdraw from the study at any stage they felt so.

### Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships which have or could be perceived to have influenced the work reported in this article.

### Data Availability

Headteachers' Leadership styles and Teachers Commitment Raw data (Mendeley Data).

### CRedit Author Statement

Kyomuhangi Speria and Kanyesigye Stella Teddy: Conceptualization, Methodology, Investigation, Validation, Data curation, Writing – original draft, Data curation, Writing, review and editing.

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