Abstract

This study aims to explore how teachers' use of instructional strategies to foster learner autonomy varies depending on principal instructional leadership. Based on a nationally representative sample of approximately 2,200 teachers in 131 middle schools in South Korea, a series of hierarchical generalized linear modeling analyses has been conducted. The main findings from this study lend credence to the idea that teachers whose school principals provide greater instructional leadership are significantly more likely to integrate instructional strategies to advance learner autonomy into their classroom teaching. This result appears very robust even after a range of variables pertaining to school and teacher characteristics is simultaneously taken into account.

Introduction

This study examines how principal instructional leadership is associated with teachers' effort to use instructional strategies to advance student autonomy in learning. Although there has been extensive evidence pointing to the beneficial effects of teachers' autonomy-supportive behaviors on students' academic competence, engagement, and achievement (Assor, Kaplan, & Roth, 2010; Black & Deci, 2000; Reeve, Jang, Carrell, Jeon, & Barch, 2004), little systematic effort has been made to understand what types of teachers, under what contextual conditions, use instructional strategies that are conducive to learner autonomy. As a first step toward systematic investigation in this direction, this study empirically explores...