

BAR-ILAN UNIVERSITY

**The Connection between Principals' Leadership Style, Self-
Regulation and Shared Regulation in Teachers' Learning and School
Efficiency**

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Abstract

In the literature there are many researchers conducted separately on leadership style, self-regulation (SRL) and social shared-regulation (SSRL). However, to the best of our knowledge there aren't any researches that examined the relationships between the leadership style and its effect on self-regulation, and social self-regulation of the teachers as a team.

The current research seeks to overcome this gap and its goal is to check the relationships between the principal leadership style, self-regulation and collective regulation (self-regulation, co-regulation and socially shared regulation) of teachers and the school efficiency.

The research method is a mixed method: integrate between quantitative and qualitative research. In the study participated ten intermediate schools, among them ten principals and 105 teachers. The data collection was conducted by means of quantitative methods in filling questionnaires with numerical numbers and qualitative method of interviews. The questionnaires enabled to understand better the leadership style and the extent to which teachers have self-regulation and social self-regulation in their learning. The interviews with the principals enabled us to trace the dominant leadership style and each characteristic.

The current study findings showed:

According to the first assumption, there is a positive connection between the principal's leadership style and teachers' self-regulation. While pedagogical leadership had the strongest influence followed by distributed and transformational leadership.

According to the second assumption, there is a positive connection between the principal's leadership style and collective regulation. While only pedagogical leadership was found related to the social self-regulation as a whole (self-co- shared- regulation), and distributed leadership was found related only to socially shared regulation.

According to the third assumption, there is a positive connection between all three leadership styles and school efficiency: extra effort, effectiveness, and satisfaction. While the pedagogical leadership was found to have the strongest connection.

According to the fourth assumption, there is a positive connection between teachers' self-regulation and school efficiency: extra effort, effectiveness, and satisfaction. In addition, a positive connection between social shared-regulation scale and school efficiency: extra effort, effectiveness, and satisfaction was found.

According to the fifth assumption, there is a positive connection between self-regulated learning and collective regulation, in particular, self-regulation and socially shared regulation.

While the shared regulation scale was found to have the strongest connection to self-regulation scales.

In conclusion, the results of the current study show that the principal's leadership style affect self and social regulation and the school's effectiveness by the teachers' perspective. This understanding can contribute to developing the self-regulation and as a result to improve teaching, preserve quality manpower, and enables the administration to lead a social process of professional teachers' development. Farther more, social-regulation will extend the opportunity to share ideas, commitment for building common knowledge and improve thinking skills that will promote improvement and progress.

Knowing that, will help developing principal training and assessment programs, which in return will improve the school's efficiency.