



## Autonomy-Supportive Leadership in Schools: Shaping Teachers' Psychological Ownership of Educational Technology Integration

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"For several decades, top-down Technology-Enhanced Learning (TEL) reforms have been only partially implemented and often resisted by teachers. Rather than focusing on pedagogical challenges or digital gaps, this study offers an understudied perspective by examining teachers' psychological ownership (PO) of TEL programs. Specifically, it asks: How is teachers' psychological ownership over TEL programs formed and negotiated in relation to school leadership?

Using a qualitative approach, the study investigated five Israeli schools through in-depth, semi-structured interviews with principals and teachers (n=18). The analysis identifies key relational dynamics between teachers and principals that influence PO over TEL programs:

(1) Leadership structures for TEL implementation—categorized as full, selective, and partial—were found to support teachers' needs for autonomy, competence, and relatedness, in accordance with self-determination theory. (2) These structures gave rise to three modes of teachers' self-regulation of PO: autonomous, controlled-introjected, and controlled-extrinsic. (3) These modes corresponded to four distinct types of PO: discretionary, adoptive, ego-oriented, and disengaged ownership.

The study underscores the central role of school leadership in shaping teachers' motivational affinity toward TEL programs, particularly amid the previously discussed cultural, generational, and digital literacy gaps. Implications for research, policy, and practice are discussed."

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