

# Chapter 6

## Educational Leadership in Blended Higher Educational Contexts

**Li Ming**

*Beijing Language and Culture University, China*

**Zhonggen Yu**

*Beijing Language and Culture University, China*

### **ABSTRACT**

*Educational leadership's implications significantly contribute to blended higher education development in the context of information technologies. However, educational leadership in blended higher educational contexts has yet to be addressed and is not explored widely. This study uses a systematic review to explore educational leadership in blended higher education contexts. It is inevitable that education leadership steadily assumes new roles and responsibilities in blended higher educational contexts. This study aims to provide research guidance for educators, school administrators, and policymakers.*

### **INTRODUCTION**

As blended higher education evolves, educational leadership has attracted growing attention in academic and practical areas in the past two decades (Siddique et al., 2011). It has been recognized that educational leadership is a necessary and sufficient condition for school performance and student outcomes (De Nobile, 2018). The implications of educational leadership significantly contribute to the development of blended higher education in the context of information technologies (Garrison & Kanuka, 2004). It has highlighted that educational leadership can enhance the teaching-learning process (Strom & Porfilio, 2019). How educational leadership responds to changing education environments in the post-COVID-19 pandemic era is worthy of exploration (Comstock et al., 2021). Researchers and educators have made remarkably persisting efforts to carry out reforms for all students (Price & Mansfield, 2021).

DOI: 10.4018/978-1-6684-7832-5.ch006

## ***Educational Leadership in Blended Higher Educational Contexts***

However, educational leadership in blended higher educational contexts has yet to be addressed and is not explored widely (Day et al., 2016). Emphasis on its assessment and evaluation has been given less importance, especially in blended education (Habiballah et al., 2021). As a critical factor in the success of blended higher education, educational leadership determines school management and the role of teachers (Kovačević et al., 2020; Li & Yu, 2022). A lack of educational theory, practice, and policy make it difficult to ensure an education center's success and a smooth transfer from face-to-face classroom learning to blended learning (Wan et al., 2018). Exploratory studies are needed to adapt to the current educational environments in flux (Wenner & Campbell, 2017).

The authors thus seek to explore educational leadership in blended higher education contexts. The study pivots on the research questions: What is the new role of educational leadership in blended higher educational contexts? Can educational leadership directly affect students' academic achievement in blended higher educational contexts? What challenge does educational leadership encounter in blended higher educational contexts? To examine the roles of educational leadership in blended higher educational contexts, the requirements and significant challenges of educational leadership which benefits school management and students' academic success, are explored.

## **LITERATURE REVIEW**

### **Educational Leadership**

Educational leadership refers to an essential factor that significantly contributes to providing the teacher with an effective teaching process to offer students an optimal educational climate, which leads to successful learning achievements (Billingsley, 2007; Bush & Glover, 2014). Leadership in higher education can inspire faculty members to efficiently perform their work and give directions to realize specific learning goals or outcomes (Szeto, 2015). The realization of educational leadership can reduce dissatisfiers, such as working conditions and educational policy, so that teachers can provide their best work (Drew, 2010; Fields et al., 2019). Students can be motivated to achieve the required learning task and the desired goals (Hohepa, 2013; Johnson & Fournillier, 2022). Educational leadership plays a crucial role in enhancing student academic performance, especially those underachieved students (Bertrand & Rodela, 2018). Interestingly, although educational leadership has yet to be universally approved (Nworie, 2012), most definitions of leadership in blended higher educational contexts reflect the significant three aspects: influence, intention, and exercised influence (Spillane, 2004).

Educational leadership in blended higher educational contexts occurred worldwide and adapted to the continuously changing demands of blended learning environments (Martin & Marion, 2005). Learning environments undergo swift dynamics of change (e.g. traditional face-to-face, online, and blended learning) and pose a need for new competencies of leadership in the context of blended learning and managing (Habiballah et al., 2021; Taylor & Machado, 2006). Educational leadership in blended higher educational contexts positively impacts teachers' and students' perceptions of integrating web-based online learning in teaching (Eadens & Ceballos, 2022). On the other hand, it strengthens school culture, forms a collaborative structure, develops intellectual stimulation, establishes consensus, and models behaviour (Ng, 2008). In addition, the characteristics and practice of educational leadership in blended managerial and learning environments still need further research (Fields et al., 2019). Educational lead-

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/educational-leadership-in-blended-higher-educational-contexts/322974](http://www.igi-global.com/chapter/educational-leadership-in-blended-higher-educational-contexts/322974)

## Related Content

---

### Advocating for the Right to Read: Finding Support

Westry A. Whitaker and Danielle E. Sachdeva (2024). *Supporting Students' Intellectual Freedom in Schools: The Right to Read* (pp. 243-259).

[www.irma-international.org/chapter/advocating-for-the-right-to-read/335814](http://www.irma-international.org/chapter/advocating-for-the-right-to-read/335814)

### Integrating Technological Innovations to Enhance the Teaching-Learning Process

Judi Simmons Estes, Amber Dailey-Hebert and Dong Hwa Choi (2017). *Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications* (pp. 708-736).

[www.irma-international.org/chapter/integrating-technological-innovations-to-enhance-the-teaching-learning-process/169034](http://www.irma-international.org/chapter/integrating-technological-innovations-to-enhance-the-teaching-learning-process/169034)

### Neuroleadership: Need for Fostering Empathy and Ensuring Cognitive Justice

Ashutosh Kumar and Rajni Kant Rajhans (2024). *Neuroleadership Development and Effective Communication in Modern Business* (pp. 259-273).

[www.irma-international.org/chapter/neuroleadership/345201](http://www.irma-international.org/chapter/neuroleadership/345201)

### Torie Weiston-Serdan: Empowering Youth to Demand a Seat at the Table While Building Their Own

Joy Y. Coates (2022). *Women Community Leaders and Their Impact as Global Changemakers* (pp. 212-217).

[www.irma-international.org/chapter/torie-weiston-serdan/304002](http://www.irma-international.org/chapter/torie-weiston-serdan/304002)

### An Assessment Study of Quality Model for Medical Schools in Mexico

Silvia Lizett Olivares Olivares, Alejandra Garza Cruz, Mildred Vanessa López Cabrera, Alex Iván Suárez Regalado and Jorge Eugenio Valdez García (2021). *Research Anthology on Preparing School Administrators to Lead Quality Education Programs* (pp. 460-495).

[www.irma-international.org/chapter/an-assessment-study-of-quality-model-for-medical-schools-in-mexico/260435](http://www.irma-international.org/chapter/an-assessment-study-of-quality-model-for-medical-schools-in-mexico/260435)