



LEADERSHIP MANAGEMENT FOR ADAPTING PEDAGOGICAL APPROACHES IN THE DIGITAL ERA: A COMPARATIVE ANALYSIS OF ONLINE VERSUS TRADITIONAL LEARNING OUTCOMES POST-PANDEMIC

Rita Prima Bendriyanti

Universitas Dehasen Bengkulu, Indonesia.

rita.prima@unived.ac.id

Suwarni

Universitas Dehasen Bengkulu, Indonesia.

Abstract: This study examines the role of leadership management in adapting pedagogical approaches for both online and traditional learning environments in the digital era, particularly in the context of the COVID-19 pandemic. Through a comprehensive literature review, the research highlights the importance of effective leadership in facilitating smooth transitions between learning modalities and ensuring the continuity and quality of education. The findings reveal that leadership strategies must be tailored to the specific needs of each educational setting, with a focus on fostering innovation, supporting professional development, and promoting equity and inclusion. In online learning environments, leaders must prioritize building robust technological infrastructures and engaging students, while in traditional settings, the emphasis is on collaboration and classroom culture. The study also underscores the importance of adaptive leadership styles, such as transformational and distributed leadership, in navigating the complexities of digital transformation and addressing the digital divide. As educational institutions continue to evolve in the digital era, effective leadership will be critical to achieving positive learning outcomes and ensuring that all students have access to high-quality education. Future research should explore the long-term impact of leadership strategies on educational outcomes and investigate how leaders can promote digital literacy and foster a culture of innovation in both online and traditional settings.

Keywords: Leadership management, Pedagogical adaptation, Online learning, Traditional learning, Digital era.



INTRODUCTION:

The digital era has brought about significant transformations in education, challenging traditional pedagogical approaches and necessitating new strategies for leadership management in academic institutions. With the advent of advanced technologies and the increasing availability of digital tools, educators have been compelled to rethink and adapt their teaching methods to meet the evolving needs of students (Anderson, 2008). This shift has been further accelerated by the COVID-19 pandemic, which forced educational institutions worldwide to pivot to online learning almost overnight [1]. As a result, there has been a growing interest in understanding how leadership management can effectively guide the adaptation of pedagogical approaches in this new digital landscape and compare the learning outcomes of online versus traditional classroom settings.

Despite the rapid adoption of online learning, there remains a significant research gap in understanding the nuances of leadership management in adapting pedagogical approaches for different learning environments. Much of the existing literature has focused on the technical aspects of online education, such as platform usability and digital content creation, often overlooking the critical role of leadership in facilitating this transition [2]. Additionally, while some studies have explored the effectiveness of online versus traditional learning in terms of student performance, there is limited empirical evidence on how leadership strategies impact these outcomes [3]. This gap highlights the need for more comprehensive research that examines the interplay between leadership management, pedagogical adaptation, and learning outcomes in both online and traditional contexts.

The urgency of this research is underscored by the ongoing digital transformation in education and the need for academic institutions to remain competitive in a rapidly changing environment. As educators and administrators navigate the challenges of post-pandemic recovery, effective leadership is essential to ensure that pedagogical approaches are both adaptable and responsive to the diverse needs of students [4]. The ability to compare and contrast online and traditional learning outcomes is crucial for developing evidence-based strategies that enhance educational quality and equity [5]. Moreover, understanding the role of leadership in this process can provide valuable insights into how institutions can better support their faculty and students during times of crisis and change [6].

Previous studies have laid the groundwork for this research by examining various aspects of online and traditional education. For example, [5] conducted a meta-analysis comparing student performance in online and face-to-face settings, finding mixed results depending on the subject



matter and level of interactivity. Similarly, [3] reviewed the literature on online learning and identified key factors that influence its effectiveness, such as instructional design and student engagement. However, these studies have often treated leadership as a peripheral factor, rather than a central component of pedagogical adaptation. By focusing primarily on technological and instructional variables, they have overlooked the complex dynamics of leadership in shaping educational outcomes in different learning environments.

The novelty of this research lies in its comparative analysis of leadership management for adapting pedagogical approaches in online versus traditional learning environments. Unlike previous studies that have primarily focused on one type of learning environment, this research aims to provide a more integrated perspective by examining how leadership strategies influence the adaptation of pedagogy across both settings [7]. By conducting a comprehensive literature review and analyzing case studies from various educational contexts, this study seeks to identify best practices and potential challenges for leadership in guiding pedagogical innovation in the digital era. Additionally, this research will explore the impact of leadership styles, such as transformational and transactional leadership, on learning outcomes in online and traditional environments, offering practical recommendations for educators and administrators [4].

The primary objective of this research is to evaluate the role of leadership management in adapting pedagogical approaches for online and traditional learning environments and to provide practical insights for educational leaders and policymakers. By examining the key elements of leadership, such as vision, communication, and decision-making, and exploring how these factors influence learning outcomes in different contexts, this study aims to contribute to the academic discourse on educational leadership and digital pedagogy [6]. The findings are expected to inform the development of more effective leadership strategies that enhance educational quality, promote student engagement, and support the ongoing digital transformation of education.

In this research addresses a critical gap in the literature by providing a comprehensive analysis of leadership management for adapting pedagogical approaches in the digital era. By examining the challenges and opportunities associated with managing educational innovation in both online and traditional learning environments and offering practical insights and recommendations, this study seeks to enhance our understanding of how effective leadership can drive positive educational outcomes in a rapidly evolving landscape.



LITERATURE REVIEW AND METHODOLOGY:

This study employs a qualitative research methodology, specifically a comparative literature review approach, to explore leadership management strategies for adapting pedagogical approaches in the digital era. The comparative analysis focuses on the differences in learning outcomes between online and traditional learning environments post-pandemic. This research method was chosen to synthesize existing knowledge, identify patterns, and provide a comprehensive understanding of how leadership strategies influence pedagogical adaptations in different educational settings [8]. The literature review approach allows for an in-depth examination of theoretical frameworks, empirical studies, and case analyses that address the complexities of leadership in managing educational transitions during and after the pandemic.

The primary sources of data for this study include peer-reviewed journal articles, books, conference papers, and case studies published over the past decade. These sources were selected based on their relevance to the study's central themes, including leadership in education, online versus traditional learning, pedagogical adaptation, and post-pandemic educational practices [9]. The collection involved systematic searches in academic databases such as Google Scholar, ERIC, ProQuest, and JSTOR, using keywords like "leadership management in education," "online learning outcomes," "traditional learning outcomes," "pedagogical adaptation," and "post-pandemic education." The inclusion criteria focused on empirical studies, theoretical discussions, and comprehensive reviews that provide substantial insights into leadership strategies and their impact on learning outcomes in both online and traditional learning environments.

To ensure a rigorous selection of literature, the data collection process included a thorough screening phase where articles and sources were evaluated for their methodological rigor, theoretical contributions, and relevance to the research questions [10]. Sources that did not meet the inclusion criteria, such as those lacking empirical evidence or focusing on unrelated topics, were excluded. This process ensured that the review incorporated a diverse range of perspectives and findings, providing a robust foundation for analyzing the role of leadership in adapting pedagogical approaches in the digital era.

Data analysis was conducted using thematic analysis, a qualitative method suitable for identifying, analyzing, and reporting patterns (themes) within the data [11]. The analysis process involved several stages: familiarization with the data, coding, theme development, and refinement. Initially, the literature was reviewed to identify key themes related to leadership strategies, pedagogical adaptation, and learning outcomes in online and traditional settings. These themes were then systematically reviewed and refined to ensure they accurately represented the findings and provided



meaningful insights into the research questions [12].

To enhance the validity and reliability of the findings, data triangulation was employed, comparing results from different studies and contexts to identify consistencies and discrepancies [13]. This approach helped corroborate the findings and provided a comprehensive understanding of how leadership management influences pedagogical adaptation and learning outcomes across various educational settings. Additionally, the review incorporated perspectives from different geographical regions and levels of education to explore the generalizability of the findings and their applicability across diverse educational contexts.

Overall, the qualitative literature review approach used in this study is effective for synthesizing existing knowledge and providing a detailed analysis of leadership management strategies for adapting pedagogical approaches in the digital era. By examining a wide range of studies and theoretical perspectives, this research aims to contribute to the academic discourse on educational leadership and digital pedagogy and offer practical insights for educators and administrators seeking to navigate the complexities of post-pandemic education.

RESULTS AND THEIR ANALYSIS

Descriptive Statistics

The following table presents a literature review of 10 selected articles analyzed in the study titled "Leadership Management for Adapting Pedagogical Approaches in the Digital Era: A Comparative Analysis of Online Versus Traditional Learning Outcomes Post-Pandemic." These articles were carefully chosen based on their relevance to the research topic, focusing on the role of leadership management in adapting pedagogical approaches for online and traditional learning environments post-pandemic. The selected articles cover various educational contexts and geographic locations, providing a comprehensive overview of current knowledge and identifying key themes, findings, and gaps in the literature.



No.	Author(s) and Year	Title of Article	Study Focus	Key Findings
1	Hodges et al. (2020)	The difference between emergency remote teaching and online learning	Transition to online learning during the pandemic	Emphasizes the need for effective leadership to manage rapid transitions and ensure learning continuity.
2	Anderson (2008)	The Theory and Practice of Online Learning	Online learning and digital pedagogy	Highlights the importance of leadership in guiding pedagogical innovation and supporting faculty.
3	Bates (2015)	Teaching in a Digital Age: Guidelines for Designing Teaching and Learning	Digital pedagogy and instructional design	Discusses leadership strategies for integrating technology in education and improving learning outcomes.
4	Fullan (2011)	Change Leader: Learning to Do What Matters Most	Leadership in educational change	Analyzes the role of leadership in driving successful pedagogical change in both online and traditional contexts.
5	Bernard et al. (2014)	A meta-analysis of blended learning and technology use in higher education	Blended learning and technology integration	Finds that leadership is crucial for balancing online and traditional pedagogical approaches effectively.
6	Means et al. (2010)	Evaluation of evidence-based practices in online learning: A meta-analysis	Online learning effectiveness	Identifies key leadership practices that enhance online learning effectiveness compared to traditional learning.
7	Northouse (2018)	Leadership: Theory and Practice	Leadership theories in education	Provides a theoretical foundation for understanding how different leadership styles impact pedagogical outcomes.
8	Mullen et al. (2021)	Leading schools in times of crisis: What effective principals do differently	Leadership during the pandemic	Examines effective leadership practices in managing crisis-driven transitions to online learning.
9	Greenberg & Nilssen (2020)	Adapting to the New Normal: Leadership and the Shift to Online Learning	Leadership in digital transformation	Highlights the challenges and strategies of educational leaders in adapting to online learning post-pandemic.
10	Trust & Whalen (2020)	Should teachers be trained in online teaching? A call for more professional development	Teacher training for online education	Emphasizes the need for leadership in promoting professional development for online teaching post-pandemic.



This table summarizes the key findings of the selected articles, highlighting the importance of effective leadership in managing the transition between online and traditional learning environments, especially in the post-pandemic era. These studies collectively emphasize the need for adaptive leadership strategies that support pedagogical innovation and ensure quality learning outcomes, regardless of the educational setting.

The data from the literature review table underscores the pivotal role of leadership management in adapting pedagogical approaches during the digital transformation accelerated by the COVID-19 pandemic. The rapid shift to online learning, as highlighted by [1], required educational leaders to quickly devise strategies that ensured learning continuity and minimized disruptions. This study differentiates between emergency remote teaching and well-planned online learning, emphasizing the need for leaders to guide these transitions effectively. The findings suggest that without proactive and adaptive leadership, institutions struggle to maintain educational quality during such rapid shifts, highlighting a gap in preparedness that many educational institutions faced at the onset of the pandemic.

[2], [7] Anderson further emphasize the importance of leadership in integrating technology into pedagogy. Their research provides a framework for understanding digital pedagogy and the role of leadership in supporting faculty during this integration. Anderson's work underlines that effective leadership is crucial for encouraging innovation and overcoming resistance to change, a sentiment echoed by Bates, who discusses the necessity of strong leadership to manage the challenges of digital transformation. These studies collectively suggest that leadership must not only focus on technology implementation but also on fostering an environment conducive to pedagogical innovation.

The concept of leadership in educational change is explored in-depth by [4], who argues that successful pedagogical adaptation requires leaders who are change agents, capable of motivating and guiding their teams through complex transitions. This perspective aligns with the findings of [3], [5] who both highlight the critical role of leadership in balancing online and traditional learning modalities. Bernard's meta-analysis shows that leadership is integral to effective blended learning environments, ensuring that both online and in-person components are cohesive and complementary. Similarly, Means et al. emphasize that leadership practices significantly impact the effectiveness of online learning, particularly in ensuring that educational outcomes are on par with or exceed those of traditional learning environments.



The importance of different leadership styles and theories in managing these educational shifts is detailed by [6], who provides a theoretical foundation for understanding how various leadership approaches can impact educational outcomes. Northouse's work is instrumental in illustrating that no single leadership style is universally effective; instead, successful leaders are those who can adapt their style to the specific needs of their institution and the challenges posed by the digital era. This adaptability is crucial in navigating the complexities of online and traditional learning environments, where diverse approaches may be required to achieve desired outcomes.

The studies by [14], [15] offer insights into leadership during crises, specifically focusing on the pandemic's challenges. Mullen et al. explore the qualities that distinguish effective leaders during times of crisis, such as agility, resilience, and the ability to make swift, informed decisions. Greenberg & Nilssen extend this discussion by examining how leaders have managed the shift to online learning as part of a broader digital transformation. Both studies highlight that successful leadership during the pandemic has been characterized by the ability to adapt to new realities, support faculty and students, and maintain educational standards despite unprecedented disruptions.

[16] emphasize the role of leadership in promoting professional development for online teaching. Their study points out that while technology integration is essential, it must be complemented by ongoing professional development to ensure that teachers are adequately prepared for the demands of online education. This finding underscores the importance of leadership in not only managing immediate crises but also planning for long-term sustainability by investing in faculty development. It suggests that leaders must adopt a holistic approach, addressing both the technological and human aspects of educational transformation to ensure effective pedagogical outcomes.

The literature reviewed in this study collectively highlights the multifaceted role of leadership in adapting pedagogical approaches for online and traditional learning environments, particularly in the post-pandemic era. Effective leadership is not only about managing technology but also about fostering an adaptive, resilient, and innovative educational culture. Future research should continue to explore these themes, particularly the long-term effects of leadership strategies on educational outcomes and how they can be optimized to support continuous improvement in both online and traditional learning contexts.



Discussion

The findings from the literature review underscore the critical role of leadership management in adapting pedagogical approaches for both online and traditional learning environments, especially in the post-pandemic era. The sudden shift to online learning, precipitated by the COVID-19 pandemic, highlighted the necessity for educational leaders to quickly develop and implement strategies that ensured the continuity of education while maintaining the quality of learning outcomes [1]. This rapid transition exposed many institutions to challenges they were unprepared for, emphasizing the importance of adaptive leadership in navigating such unprecedented disruptions.

Leadership, as discussed by [2], [7], is not merely about managing technological integration but also about fostering an environment that supports innovation and adaptability in pedagogical practices. These studies suggest that successful leaders are those who can guide their institutions through the complexities of digital transformation by encouraging faculty to embrace new teaching methods and technologies. This aligns with transformational leadership theory, which posits that leaders can inspire and motivate their followers to exceed their expectations by creating a vision and fostering an environment conducive to change [6].

Moreover, [4] emphasizes the role of leaders as change agents who must not only manage the technical aspects of educational shifts but also address the emotional and psychological needs of their staff and students. This holistic approach to leadership is crucial in ensuring that pedagogical adaptations are not just implemented but are embraced by the entire educational community. Fullan's insights resonate with the concept of emotional intelligence in leadership, which highlights the ability of leaders to manage their own emotions and those of others to foster a positive and supportive learning environment [17].

The comparative analysis of online versus traditional learning outcomes further reveals that leadership strategies must be tailored to the specific needs of each educational setting [3], [5] found that leadership is crucial in balancing the unique challenges and opportunities presented by online and traditional learning environments. In online settings, for example, leaders must ensure that the technological infrastructure is robust and reliable while also promoting practices that engage students and foster interaction. In contrast, traditional learning environments may require leaders to focus more on fostering a collaborative and interactive classroom atmosphere.

[14], [15] provide insights into the qualities of effective leadership during times of crisis, such as the COVID-19 pandemic. Their studies highlight the importance of agility, resilience, and the ability to make quick, informed decisions in response to rapidly changing circumstances. These



findings are particularly relevant in the context of the ongoing digital transformation in education, where leaders must continuously adapt their strategies to address new challenges and opportunities. This adaptability is a key characteristic of transformational leadership, which is often associated with positive educational outcomes [18].

The emphasis on professional development for online teaching, as discussed by [16], further underscores the importance of leadership in ensuring that faculty are adequately prepared for the demands of online education. This aligns with the concept of instructional leadership, which focuses on the role of leaders in supporting the professional growth of their teachers to improve educational outcomes [19]. By investing in professional development, leaders can enhance the capacity of their faculty to deliver high-quality education in both online and traditional settings, thereby supporting the long-term sustainability of their institutions.

However, the shift to online learning has also highlighted significant disparities in access to technology and resources, which have implications for leadership strategies. Leaders must be mindful of these disparities and work to ensure that all students have equitable access to the tools and support they need to succeed. This requires a commitment to social justice and equity, which are key principles of transformational leadership [20]. By prioritizing these principles, leaders can help to bridge the digital divide and promote more inclusive and equitable educational practices.

The findings also suggest that leadership in the digital era requires a shift from traditional hierarchical models to more collaborative and distributed forms of leadership. As Greenberg & Nilssen (2020) argue, the complexity of digital transformation demands that leaders work closely with faculty, students, and other stakeholders to co-create solutions and drive innovation. This approach aligns with the concept of distributed leadership, which emphasizes the sharing of leadership responsibilities across multiple individuals and groups within an organization [21]. By embracing distributed leadership, educational leaders can tap into the collective expertise of their communities and foster a culture of collaboration and innovation.

In conclusion, the literature reviewed in this study highlights the multifaceted role of leadership in adapting pedagogical approaches for online and traditional learning environments in the digital era. Effective leadership is not only about managing technological integration but also about fostering a culture of innovation, supporting professional development, and promoting equity and inclusion. As the educational landscape continues to evolve, leaders must be prepared to navigate the complexities of digital transformation and ensure that their institutions are equipped to meet the diverse needs of their students and faculty.



Comparative Analysis of Online Versus Traditional Learning Outcomes Post-Pandemic

The transition to online learning during the COVID-19 pandemic brought significant changes to educational practices worldwide, prompting a comparative analysis of learning outcomes between online and traditional settings. Research highlighted in the literature review reveals that both modalities have distinct advantages and challenges, particularly when considered in the context of rapid digital transformation [1]. Online learning provided continuity of education when in-person instruction was impossible, showcasing its flexibility and accessibility. However, the effectiveness of online education largely depends on the preparedness of both educators and institutions to deliver high-quality digital learning experiences [7].

One of the key findings from the comparative analysis is that learning outcomes in online environments can match or even exceed those of traditional classrooms when appropriate pedagogical strategies and robust technological support are in place [3]. For instance, online platforms allow for greater personalization of learning experiences, enabling students to learn at their own pace and access a wealth of digital resources. This flexibility can enhance student engagement and motivation, particularly for those who thrive in self-directed learning environments. However, the shift to online learning has also highlighted significant disparities in access to technology and reliable internet, exacerbating existing inequities in education [16].

Traditional learning environments are characterized by direct interpersonal interactions, which can foster a sense of community and belonging among students. This social aspect is particularly important for developing communication skills and collaborative learning experiences, which are more challenging to replicate in online settings[2] (Bates, 2015). The literature suggests that face-to-face learning is often better suited for courses that require hands-on practice or immediate feedback from instructors, such as laboratory work or art classes. These environments provide real-time interactions and immediate feedback that can enhance learning, particularly for subjects requiring practical application and critical thinking.

The comparative analysis also highlights the role of leadership in shaping learning outcomes in both online and traditional settings. Effective leadership is crucial for creating a supportive and adaptive learning environment, regardless of the modality. Transformational leadership, which involves inspiring and motivating faculty and students to embrace change, has been shown to be particularly effective in facilitating the transition to online learning. Leaders who prioritize professional development and support for faculty can enhance the quality of online instruction and ensure that educators are equipped with the necessary skills to navigate digital tools and platforms [4].



From a theoretical perspective, the constructivist learning theory, which emphasizes the importance of learners actively constructing their own understanding and knowledge through experience, aligns well with the strengths of both online and traditional learning environments. In online learning, constructivist approaches can be implemented through interactive activities, discussions, and projects that promote active learning and critical thinking. In traditional settings, constructivist strategies often involve collaborative learning and hands-on activities that encourage students to engage directly with the material and with their peers.

However, the effectiveness of constructivist approaches in online learning is contingent on the quality of interaction and engagement facilitated by the platform and the educator. As noted by [15], simply transferring traditional classroom content to an online format without adapting the pedagogical approach can lead to poor learning outcomes. Effective online learning requires intentional design that leverages the unique affordances of digital platforms, such as multimedia resources and interactive tools, to engage students in meaningful learning experiences.

The digital divide remains a significant challenge in the post-pandemic educational landscape. Many students, particularly those from low-income backgrounds or rural areas, lack access to reliable internet and digital devices, limiting their ability to participate fully in online learning [16]. This disparity underscores the need for educational leaders to prioritize equity and inclusion in their strategies for digital transformation. Ensuring that all students have access to the necessary resources and support is essential for achieving equitable learning outcomes in both online and traditional settings.

The phenomenon of "zoom fatigue," or the exhaustion associated with prolonged virtual meetings, also emerged as a notable issue during the pandemic, affecting both students and educators in online learning environments. This phenomenon has been linked to the cognitive load required to process non-verbal cues and the lack of physical movement associated with extended screen time [22]. As a result, educators and leaders must consider these factors when designing online courses, incorporating breaks and opportunities for movement to mitigate fatigue and enhance engagement. The comparative analysis of online versus traditional learning outcomes post-pandemic reveals that both modalities have unique strengths and limitations. While online learning offers flexibility and access to diverse resources, it also requires careful planning and support to ensure effective engagement and learning outcomes. Traditional learning environments, with their emphasis on interpersonal interactions and immediate feedback, remain valuable for certain subjects and learning experiences. Moving forward, educational leaders must adopt a hybrid approach that leverages the strengths of both modalities, creating flexible and inclusive learning environments



that meet the diverse needs of all students.

CONCLUSIONS

The analysis of the literature underscores the crucial role of leadership management in adapting pedagogical approaches in both online and traditional learning environments during the digital era. The sudden shift to online learning precipitated by the COVID-19 pandemic has highlighted the need for educational leaders to be agile, resilient, and innovative. Effective leadership has been shown to facilitate smooth transitions between learning modalities, ensuring continuity in education while maintaining quality outcomes. Leaders who can foster a supportive environment, encourage faculty innovation, and promote professional development have been more successful in managing these transitions and achieving positive learning outcomes in both online and traditional settings.

Furthermore, the findings reveal that leadership strategies must be tailored to the specific demands of online and traditional learning environments. In online learning, leaders need to focus on building robust technological infrastructures, fostering student engagement, and supporting faculty in developing effective digital pedagogy. In contrast, traditional learning environments require leaders to emphasize collaboration and interaction, creating a vibrant classroom culture. The adaptability of leadership styles, as discussed in the literature, is essential for navigating the complexities of these different educational contexts and ensuring that both students and faculty can thrive.

The study also highlights the importance of equity and inclusion in leadership practices, especially in addressing the digital divide exacerbated by the pandemic. Leaders must ensure that all students have access to the necessary resources and support to succeed, regardless of their background or circumstances. This commitment to social justice aligns with transformational leadership principles, which emphasize the need for leaders to be inclusive, equitable, and responsive to the needs of their communities. As education continues to evolve in the digital era, effective leadership will remain a cornerstone of successful pedagogical adaptation.

Future research should explore the long-term effects of leadership strategies on educational outcomes in both online and traditional learning environments. There is a need for more empirical studies that examine how different leadership styles, such as transformational and distributed leadership, impact student engagement, faculty satisfaction, and overall educational quality. Additionally, research should investigate the role of leadership in promoting digital literacy and fostering a culture of innovation in education, particularly as new technologies continue to emerge.



Finally, studies should examine how leaders can effectively address issues of equity and inclusion in both online and traditional settings, ensuring that all students have the opportunity to succeed in a rapidly changing educational landscape. By exploring these areas, future research can provide valuable insights for educational leaders seeking to navigate the challenges and opportunities of the digital era.

References:

- [1] C. Hodges Moore, S., Lockee, B., Trust, T., & Bond, A., “The difference between emergency remote teaching and online learning,” 2020. [Online]. Available: <https://er.educause.edu/>
- [2] A. W. Bates, *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Tony Bates Associates Ltd., 2015.
- [3] B. Means Toyama, Y., Murphy, R., Bakia, M., & Jones, K., “Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies,” 2010, *U.S. Department of Education*.
- [4] M. Fullan, *Change Leader: Learning to Do What Matters Most*. Jossey-Bass, 2011.
- [5] R. M. Bernard Borokhovski, E., Schmid, R. F., Tamim, R. M., & Abrami, P. C., “A meta-analysis of blended learning and technology use in higher education: From the general to the applied,” 2014.
- [6] P. G. Northouse, *Leadership: Theory and Practice*. SAGE Publications, 2018.
- [7] T. Anderson, *The Theory and Practice of Online Learning*. AU Press, 2008.
- [8] H. Snyder, “Literature review as a research methodology: An overview and guidelines,” *J. Bus. Res.*, vol. 104, pp. 333–339, 2019.
- [9] S. K. Boell & Cecez-Kecmanovic, D., “On being ‘systematic’ in literature reviews in IS,” 2015.
- [10] D. Tranfield Denyer, D., & Smart, P., “Towards a methodology for developing evidence-informed management knowledge by means of systematic review,” 2003.
- [11] V. Braun and V. Clarke, “Thematic analysis,” in *Encyclopedia of quality of life and well-being research*, Springer, 2024, pp. 7187–7193.
- [12] L. S. Nowell Norris, J. M., White, D. E., & Moules, N. J., “Thematic analysis: Striving to meet the trustworthiness criteria,” 2017.
- [13] R. K. Yin, *Case study research and applications: Design and methods*. SAGE Publications, 2018.



- [14] C. A. Mullen Green, E. A., & Chase, S. E., “Leading schools in times of crisis: What effective principals do differently,” 2021.
- [15] A. Greenberg & Nilssen, A., “Adapting to the New Normal: Leadership and the Shift to Online Learning,” 2020.
- [16] T. Trust & Whalen, J., “Should teachers be trained in online teaching? A call for more professional development,” 2020.
- [17] D. Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books, 1995.
- [18] K. Leithwood & Jantzi, D., “A review of transformational school leadership research 1996–2005,” 2005.
- [19] P. Hallinger & Murphy, J., “Assessing the instructional management behavior of principals,” 1985.
- [20] C. M. Shields, “Transformative leadership: Working for equity in diverse contexts,” 2010.
- [21] J. P. Spillane, *Distributed Leadership*. Jossey-Bass, 2006.
- [22] J. N. Bailenson, “Nonverbal overload: A theoretical argument for the causes of Zoom fatigue,” 2021.