

Article

Leadership in higher education and societal transformation—Universities as catalyst for societal well-being

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Abstract: Leadership and the academic freedom of the Universities in a digitally changing world are the generators of innovation in society. This study is a qualitative and quantitative empirical research of the Leadership at the public and private Higher Education Institutions (HEIs) in Kosovo, that examines their communication, authoritarian or liberal communication, and dominant perceptions and attitudes towards social, political, and financial strategies in HEI as a basis of social and economic wellbeing. The theory of research, as elaborated by Tight (2022), emphasizes the evolving nature of academic inquiry and the significance of context in shaping research practices. Waite (2013) highlights the pivotal role of communication strategies in determining the effectiveness of both democratic and authoritarian leadership styles. Effective communication in democratic leadership fosters transparency and collaboration, while in authoritarian leadership, it can be used to consolidate control and manage dissent. The research was conducted at public and private HEI, through personal interviews and a structured questionnaire, which was carried out by the staff of higher management of HEI, academic staff, administrative staff, and students of the public and private Universities. The results demonstrated that academic and financial autonomy has a high impact on academic ethics and academic integrity and has a high impact on the increase of the economy and well-being in society, compared with the lack of academic and financial autonomy and interference of politics in the management of HEI which has an impact on lower quality and integrity of HEI in society. Leaders of Universities need to think about new leadership models more socially responsible and more ecologically sensible consumption oriented, from Society, to society for society.

Keywords: leadership in higher education institutions; HEI between democracy and autocracy; academic freedom and integrity at HEI; leadership methods; innovation in leadership

JEL Classification: D8; D83; I2; I23; I28

1. Introduction

This study examines the role of leadership within higher education institutions (HEIs) in Kosovo, drawing from a comprehensive literature review and empirical data collected through qualitative and quantitative methods. The research integrates insights from both public and private HEIs, utilizing personal interviews and structured questionnaires to capture the perspectives of management, academic, and administrative staff. The primary objective is to assess the influence of leadership on social and economic well-being, with a specific focus on leadership’s impact on social change, academic integrity, and democratic versus autocratic governance models.

The study builds upon foundational work by Bühmann et al. (2022), Canaj (2021), Canaj et al. (2022), Dewey and Duff (2009), Grove et al. (2019) and Hall et al. (2011). It evaluates the leadership categories relevant to HEIs and their implications for institutional culture and mindset, especially in the context of Kosovo's economic and political climate.

The central research questions addressed are:

- 1) In an increasingly digital world, what role do universities play? Are they a driving force behind societal innovation?
- 2) Do HEIs in Kosovo maintain academic integrity and social responsibility, and do they promote democratic or autocratic leadership models?

This study aims to evaluate the management quality in Kosovo's public and private universities through a detailed analysis of responses from university officials. Key areas of focus include minimizing the environmental and climate impact of academic activities and enhancing leadership capabilities through targeted training programs. Leadership development initiatives, such as workshops and retreats, are proposed to improve essential management skills, including communication, decision-making, conflict resolution, and strategic thinking.

The research contrasts democratic and autocratic leadership styles within Kosovo's higher education sector. Democratic management emphasizes participatory decision-making, transparency, accountability, and the promotion of academic freedom. It encourages engagement from various stakeholders—faculty, students, and administrators—thus fostering a sense of ownership and commitment, enhancing institutional effectiveness, and reinforcing stakeholder trust.

Conversely, autocratic management is characterized by centralized decision-making and control, with power often concentrated in the hands of top managers or government officials. While this approach may streamline decision-making processes, it risks limiting stakeholder input, suppressing dissent, and potentially undermining academic freedom and intellectual debate (Jarvis, 2009; Javed, 2021).

The findings of this study aim to provide valuable insights into the leadership styles and management strategies of HEIs in Kosovo, particularly in the context of a developing economy, digital transformation, and a shifting political landscape. The analysis will contribute to understanding how leadership models impact institutional governance, academic quality, and societal contributions of higher education institutions.

2. Literature review

In this research, most journals are from the Scopus and WoS platforms and distributed in 3 categories: Leadership models, Organization Development of Leadership, and Sustainability on HEI. The most influential article "Unlocking the mask: A look at the process by which authentic leaders impact "that received the most citations (884 citations, 60.64% of all citations in the sample) from this literature review was written by Avolio et al. (2004).

The leadership of higher education institutions (HEI) in Kosovo must be mindful of democracy and autocracy, particularly concerning freedom of expression and transparency. Freedom of expression is a fundamental human right allowing

individuals to express their opinions and beliefs without fear of censorship or punishment. It is protected by international law, including the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights. However, in autocratic countries where the government makes all decisions, freedom of speech may be restricted and punished (Grove et al., 2019; Herschberg et al., 2018).

A literature review on higher education management in Kosovo analyzed that the promotion of women to leadership roles such as rectors and deans requires more attention and support (Canaj, 2021). Gender is an important factor to consider in discussions about democracy, autonomy and freedom of expression. Gender stereotypes, prejudices, and poverty limit the ability of women and other minorities to speak up and have their voices heard (Canaj, 2021).

Higher Education Institutions have a responsibility to prioritize democracy, gender equality, and freedom of expression. However, it is very important to find a balance between freedom of expression and the prevention of hate speech, harassment, and discrimination. It is also important for leaders to be aware of the impact of their words and actions on marginalized communities, including women and other minorities.

3. Methodology of research

The methodology for a research paper on leadership role in HEIs in research and innovation involves a mixed-methods approach, combining qualitative interviews with HEI leaders and quantitative surveys of faculty and students. Data collection focuses on identifying leadership styles, communication strategies, and their impact on research productivity and innovation outcomes. The analysis includes thematic coding of qualitative data and statistical analysis of survey results to draw comprehensive insights into effective leadership practices in HEIs in Kosovo. We used ethical and reliable methods such as case studies, interviews and experiments to gain a deep understanding of leadership and its impact on individuals and in HEIs (Khan, 2011; Khurana, 2007; Pastore, 2018).

With a mix of democratic and autocratic characteristics, the governance of Kosovo's HEIs faces special challenges and complexities. In this situation, HEI in Kosovo often struggles to strike a delicate balance between academic freedom, institutional independence, and government control or influence. Below are some important points to consider when researching this topic. The role of government in the appointment and selection of public university rectors and their impact on the management and sustainability of academic integrity, as they privately select or appoint based on kinship or performance.

In the context of higher education institutions in Kosovo, historical, cultural, and political factors can influence the management style of higher education institutions. The transition from a post-conflict society to a stable democracy probably shaped the administrative structures of colleges. However, challenges such as political interference, resource constraints, and the need for institutional autonomy can also affect governance dynamics.

Balancing the principles of democracy and autocracy in higher education requires a nuanced approach that recognizes the importance of efficiency and decisive

leadership while valuing participation, openness, and academic freedom. Collaboration between institutional leaders, academics, students, and external stakeholders helps to foster a culture of shared governance that ensures the effective functioning and success of higher education institutions in Kosovo.

3.1. Exploring theories on leadership in HEI

Defining educational leadership can be a difficult task. There is no consensus in the literature on the definition, so researchers explore the topic and offer different explanations. However, most definitions are built on the premise that leadership involves the intentional influence of others in the organization of actions and relationships. (Armstrong, 2012; Avolia et al., 2004; Böhmelt, 2021; Illeris, 2018; Jarvis, 2009; Javed et al., 2021).

This study focuses on a leadership model that involves positive influence and respect by purposefully adding value to others. The best management model is a professional and ethical attitude that makes the manager strengthen the human capacity of the higher education institution - the manager can earn respect through the acquired experiences and knowledge being one step forward in his profession, instead of blaming the system, but to leave system and use innovations to bring value to society.

The study covers topics such as academic freedom, institutional autonomy, financial stability and economic self-determination. “Governance models and strategies in higher education—From society to society” and examples of higher education institutions in Kosovo.

Academic freedom is a fundamental principle upheld by universities around the world from the Humboldt Principles, regardless of their political systems. This principle allows scholars and researchers to explore knowledge, express ideas, and conduct critical inquiry without censorship or undue influence. However, the degree to which this freedom is protected can vary depending on the prevailing political climate and legal frameworks (Daniëls et al., 2019). The Higher Education Law in Kosovo Law No.04/L-037 (Republic of Kosovo, n.d.). Article 2 (academic freedom, as determined by the Constitution of the Republic of Kosovo and its subsequent interpretation by the judiciary...). However, for universities to function effectively and maintain academic standards, they need institutional autonomy and not political influence. This includes the freedom to make decisions about curriculum development, faculty appointments, research priorities, and internal governance structures. In democratic societies, HEI generally has greater autonomy, while in autocratic systems the state can be more involved in HEI internal affairs. This can be manifested in many different ways, for example in the appointment of university board members, in the election of rectors, and in influencing the student body and professor choices with financial incentives (Canaj et al., 2022).

The degree to which universities are allocated government funding and control can vary greatly between democracies and autocracies. In democracies, HEI receives funding from both the public and private sectors, and government oversight focuses primarily on ensuring accountability and maintaining quality. In autocratic countries, on the other hand, universities may rely more heavily on state funding, which may

come with stricter regulations and expectations of ideological conformity. Public HEIs in Kosovo are 100% funded by public funding and different grants (state April 2024).

The Impact of Political Interference on HEI. Universities between democracies and autocracies may experience varying degrees of political interference in academic affairs. In democratic nations, this interference is limited to debates over funding allocations, policy priorities, or ideological disputes. However, in autocratic countries, political leaders will seek to exert control over academic institutions to suppress dissent, promote state propaganda, or advance political agendas (Ahmad et al., 2021; Altbach et al., 2009; Armache et al., 2020).

Maintaining Academic Integrity in Restrictive Environments at HEI in Kosovo. When academic freedom is limited and institutions lack autonomy, adhering to academic integrity can pose a challenge. Scholars may feel compelled to censor their research or conform to official narratives, but public universities in Kosovo are currently facing challenges in maintaining high academic standards due to external pressures.

Civil society organizations, professional associations, and international partnerships are essential in defending academic freedom and promoting institutional autonomy, especially in countries where these principles are at risk. These entities can advocate for academic rights, provide support to scholars in jeopardy, and foster global academic exchange to ensure the independence and integrity of universities. However, in autocratic countries where public HEI are funded by the government, they are likely to conform to official narratives, which nullifies their positive impact (Khurana, 2007; Mitchell and Nielsen, 2012).

University leaders residing in countries with a mixed governance system must navigate a complex landscape of competing interests and pressures. Upholding the principles of academic freedom, institutional autonomy, and academic integrity can help these leaders create environments that encourage scholarly inquiry, innovation, and critical thinking, even in challenging political contexts (Narantzidis et al., 2012; Waite, 2013).

For a Higher Education Institution (HEI) in Kosovo to succeed, effective leadership is crucial, to achieve their goals, strong leaders must have a clear vision and a dependable team behind them, which is not the case in most HEIs in Kosovo. HEI leaders must be able to anticipate what's coming and take action accordingly. This requires a deep understanding of future trends, the ability to drive global change, and the skill to make predictions based on a combination of signals and drivers. They must also take into account a variety of factors such as political and geopolitical divisions, democratic backsliding, economic challenges, societal changes, technological advancements, legal frameworks, and environmental sustainability. HEI in Kosovo based on interviews with Rectors of public HEI are struggling to achieve high-quality standards, as the Agency of Accreditation of Kosovo (AAK) was a member of ENQA (European National Quality Association from 2014–2019) (Gashi, 2019) and then due to the political influence in the election of Board Members of AAK, the AAK was excluded from Membership of ENQA. In 2022 AAK managed to be an Affiliated Member (<https://www.enqa.eu/review-database/external-review-of-kaa-2024/>) of ENQA but still, it has to apply again to be a full Member of ENQA.

Effective leadership is crucial for Higher Education Institutions (HEIs) to shape their vision, mission, and goals. Leaders who foster collaboration, innovation, and excellence among faculty, staff, and students create an environment that facilitates growth. They ensure the effective allocation of resources, promote continuous improvement and establish a clear direction for the institution. Leaders also establish strategic partnerships with industry, government, and other stakeholders to address societal needs and align their institution's activities with evolving demands. Advocating the importance of higher education and securing resources for research and innovation is also a crucial leadership role. Transparency in Communication and Communication skills in Leadership positions are crucial.

3.2. The leadership of “HEI” in Kosovo stands for innovation, and research

The Law on HE empowers the Universities with the highest academic and financial autonomy and allows HEIs to govern themselves independently and make their own decisions. This independence fosters innovation and enables institutions to adapt to changing circumstances. It also empowers them to contribute to the well-being of society by producing graduates with relevant skills, conducting cutting-edge research, and engaging in community outreach (Herschberg et al., 2018). With autonomy, HEIs can attract and retain talented faculty and students essential for research and innovation. Collaborations with other institutions, both nationally and internationally, further enhance knowledge exchange and promote interdisciplinary research. However, the reality based on questionnaires and research of this research shows that the institutional autonomy is not fully in place and the Ministry of Education, Science and Technology (MEST) through the University Board Members nominated by them plays a crucial role in funding and electing the management of public HEI (for example rectors of public HEI), on the other hand, the academic autonomy on the teaching and research is fully on place.

HEIs are responsible for research and innovation, generating knowledge and discoveries that address societal challenges. By advancing scientific understanding, developing new technologies, and contributing to economic and social development, universities play a vital role in society. Research can focus on a wide range of areas, including health, energy, environment, technology, social sciences, and humanities but based on this research the role of industrial boards at public universities is more as external pressures from the Accreditation Agency than responsibility of University to the society.

Innovation plays a crucial role in translating research outcomes into practical applications that bring benefits to society. Higher education institutions (HEIs) are at the forefront of fostering innovation ecosystems by promoting entrepreneurship, supporting startups, and collaborating with industry. They provide incubation centers, technology transfer offices, and funding opportunities to encourage the commercialization of research outcomes.

Research and innovation in HEIs have a significant impact on society, contributing to the well-being of individuals and communities in various ways. It makes significant contributions to various fields and disciplines. Moreover, research

outcomes address societal challenges, such as healthcare, climate change, poverty, and inequality. Innovation and entrepreneurship stimulated by research also create new industries, jobs, and economic growth, leading to economic development. Additionally, research-driven innovations in healthcare, technology, and social sciences enhance the quality of life for communities. Beyond these benefits, leadership, and empowerment of human resources, research in arts, humanities, and social sciences in HEI also has a cultural and social impact by preserving cultural heritage, fostering social cohesion, and promoting critical thinking.

In summary, HEIs' leadership and autonomy enable them to shape their strategic direction, while research and innovation drive advancements that contribute to the well-being of society. These elements are interconnected and mutually reinforcing, allowing universities to play a transformative role in addressing societal needs and fostering progress.

It is still a gap in knowledge about leadership competencies for innovation success which has to be improved in the field of Leadership and Innovation of HEI in Kosovo. Further studies are recommended. It is missing the courage of leadership of HEIs in Kosovo which refers to the "moral and mental fortitude to do what is right, even in the face of opposition or hardship" which is crucial in leadership. For example, the courage of the Rector of the University of Prishtina (Rector, Prof. Dr. Ejup Statovci, Jura Professor) which led the student protest on 1st October 1997 (Sokoli, 2020).

3.3. Leadership—Communication and strategy skills

Leadership is almost the capacity to imagine the end of the within the benefit of others and the eagerness to lock in the hearts and minds of groups, communities, and organizations toward that future. Authority advancement can as it were being centered around a journey of individual and proficient disclosure and development, a troublesome journey to getting to know yourself, the primary condition to try to lead others. We genuinely accept that how organizations, communities, and nations are driven will choose long-standing times of humanity, such as the Humboldt Area. Leaders become great not because of their control, but because of their capacity to enable and include esteem to others' lively activation and measuring affect. They are Amusement Changers (change long-standing time) and affect society to convert long term.

Leaders are those who accept that the way social orders and organizations are driven is pivotal to forming the long run of humankind, they are committed to their scholarly, proficient, and institutional career autonomy and committed to expanding belief in science. We approach corporate administration from a one-of-a-kind viewpoint, recognizing that individuals are fascinated by understanding how the administration works and how it can advantage all partners. Authority could be a noteworthy however regularly misjudged point (Tight, 2022). Genuine authority includes motivating others and envisioning a higher future, which requires self-discovery and proficient development. Successful administration is incomprehensible without genuine administration, which involves serving others and utilizing corporate control for the advantage of all partners.

Establishing an inclusive culture commences with the board, and even seemingly insignificant actions, such as declining a client or encouraging employee involvement, are governance undertakings. Acquiring genuine leadership abilities is imperative for forging a more promising tomorrow.

Serving others is at the core of both leadership and governance. While individuals in positions of authority may have the best intentions, human nature can sometimes get in the way. Therefore, developing true leadership skills is essential for building effective governance and creating a better future for all. Effective leadership communication and strategy skills are essential in Higher Education Institutions (HEIs) for inspiring a shared vision, engaging diverse stakeholders, addressing conflicts, managing change, strategic planning, crisis management, and fostering a culture of collaboration and teamwork (Waite, 2013). Leaders can develop these skills by seeking mentorship or coaching, investing in communication technologies, encouraging a culture of open communication, and leading by example. By prioritizing leadership communication and strategy skills, leaders in HEIs can enhance organizational effectiveness, foster innovation, and drive to enhance trust in science, leaders in Higher Education Institutions (HEIs) must focus on promoting transparency, integrity, and effective communication (Daniëls et al., 2019).

Here are several strategies used at HEI leadership to achieve their leadership goals: Firstly, HEI leaders must ensure that scientific research processes, including methodologies, data collection, and analysis, are transparent and accessible to the public. This can be achieved by making research findings open access, sharing datasets, and disclosing any conflicts of interest. Then fostering collaboration among researchers and implementing rigorous peer review processes help ensure the quality and reliability of scientific research. HEI leaders can encourage collaboration both within and outside their institutions and prioritize the importance of peer review in validating scientific findings. Effective science communication is essential for building trust in scientific research. HEI leaders can support researchers in communicating their findings clearly and accurately to diverse audiences, including policymakers, the media, and the general public. Providing training and resources for science communication can be beneficial. Empowering diversity in research teams contributes to the robustness and credibility of scientific research. Therefore, HEI leaders prioritize diversity and inclusion initiatives to ensure that diverse perspectives are represented in scientific research and decision-making processes (Bühlmann et al., 2018). HEI leaders in Kosovo in this global changing world with social media disinformation have a responsibility to address misinformation and promote scientific literacy. This can involve debunking myths and misconceptions, providing evidence-based information, and engaging with the public through various channels, such as social media, public lectures, and community events. HEI leaders must demonstrate commitment to scientific integrity and ethical conduct in their actions and decisions. By leading by example, they can set a positive tone for the institution and inspire trust among faculty, students, and the broader community. Building confidence in science requires engaging with stakeholders, including policymakers, industry partners, and community members. HEI leaders can facilitate dialogue and collaboration with these stakeholders to ensure that scientific research addresses real-world problems and meets the needs of society. Lastly, investing in educational programs and outreach

initiatives is crucial to promoting scientific literacy and engaging the public in science. This can include science outreach events, educational resources for schools, and partnerships with community organizations.

In conclusion, implementing these strategies can help HEI leaders play a vital role in increasing trust in science, promoting the societal impact of scientific research, and advancing the progress of science for the greater good, as illustrated in **Figure 1**.



Figure 1. Leadership competencies.

The Leadership Competencies are introduced based on human skills and emotional intelligence skills technical and industry knowledge skills and are practiced through new ways of organizing. How the Leaders of HEI design an organization and culture that enables teams to perform at their best and build High—High-performance teams. This is not a tradition of HEI in Kosovo but it is a culture of student start-ups. Some of the important issues of leadership are personal productivity, mindset, health, and inner strengths. The leadership competencies are not trained in public HEI in Kosovo. Autonomy of public HEI and trust in science will increase the transparency, inclusiveness, and well-being of society, and in autocratic leadership institutions will be increased fear and just some persons will make decisions based on favors (political, economic, ...) but not transparent and based on ethical academic values.

Based on the situation, needs, problems, opportunities, resources, local dynamics, and strategic operating context, the review developed through the innovation success zone is illustrated in **Figure 2**.

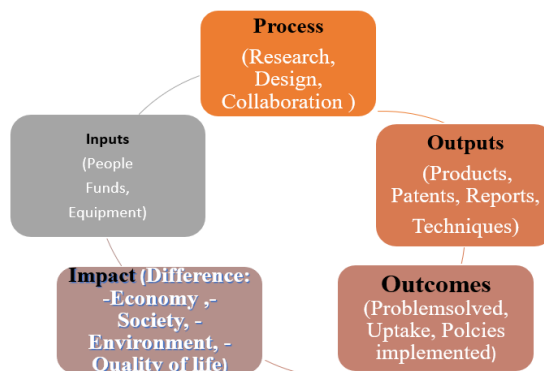


Figure 2. Innovation success zone of leadership.

Literature reviews revealed the gap as well as the needs of innovation leaders at HEI for the identification of leadership competences for leaders in the innovation field.

3.4. Comparing leadership models at public and private HEIs in Kosovo

Leadership models in HEIs in Kosovo are shaped between vote based system and totalitarianism and the Law on HE is “to set up a legitimate base for controlling, working, financing, giving the quality in higher instruction in compliance with European guidelines as well as the part of state and society in improvement of higher instruction within the Republic of Kosovo” (Law No.04/L-037 Article 1.). Public HEIs in Kosovo ordinarily work beneath majority rule authority models where decision-making includes numerous partners counting workforce, understudies, authoritative staff, and in some cases government agents and government impact.

Decision-making forms are regularly participatory, including committees, and university senates to guarantee representation and consensus-building. Authority parts may be dispersed among different offices and resources, with decentralized scholastic decision-making structures and centralized budgetary structures and that’s troublesome to compile together.

Public HEIs in Kosovo are subject to government oversight, control, and financing, which can impact authority choices and key needs. Administration at public HEIs regularly includes exploring political flow, pushing for the regulation interface, and adjusting scholarly opportunities with government desires. Private HEI Leadership in Kosovo has entrepreneurial authority and is advertised and arranged.

Private HEIs regularly work beneath entrepreneurial authority models characterized by development, adaptability, and advertise responsiveness. Leadership in private education is more centralized, with solid visionary authority driving key courses and decision-making.

Private HEIs are market-oriented and appreciate more prominent independence in decision-making compared to their public partners, permitting faster usage of activities and programs which are oriented on the global market. Administration at private HEIs prioritizes showcase introduction, centering on understudy enrollment, educational cost income, and building brand acknowledgment to guarantee monetary maintainability.

Public HEIs emphasize participatory decision-making including different partners and it has authoritative burdens and takes as well long till the choices are made, whereas private HEIs have more centralized decision-making forms driven by visionary administration and can have fast choices. Autonomy and Accountability of HEI: Private HEIs have more autonomy but are also accountable to market forces and stakeholders such as students and stakeholders, whereas public HEIs are subject to government regulations and funding constraints.

4. Conclusion and implications

To enhance competitiveness and effectively address contemporary societal challenges, higher education institutions (HEIs) in Kosovo must develop and implement strategic procedures for instructional leadership that embed a culture grounded in academic values. This study provides a comprehensive analysis of

leadership styles and their implications for institutional effectiveness, integrating both traditional and modern management concepts, educational administration practices, and studies from leading universities.

Private HEIs operate under entrepreneurial authority models with centralized leadership, allowing for quicker decision-making and market responsiveness. They enjoy greater autonomy than public HEIs, enabling faster implementation of globally-oriented programs. Private institutions focus on student enrollment, tuition revenue, and brand recognition to ensure financial sustainability. In contrast, public HEIs emphasize participatory decision-making but face delays due to regulatory constraints and government funding.

The consideration also uncovered sex asymmetry within the utilize of authority qualities among university representatives. Even though women overwhelm the college framework, men win at the beat higher administration level (99.0%). This proposes that women's proficient openings are realized at the center level of administration, with numerous female academic staff (Professors, Vice-Rectors and Vice-Deans) but less as Deans or Rectors (Canaj, 2020).

Based on these discoveries, the study poses an extra address for future investigations:

Why do teaching staff not need to take part in administrative higher management, and how can we draw in the most excellent agents to administration and create their authority aptitudes through leadership instruction? We suggest that instruction directors get proficient advancement in advanced managerial and leadership concepts, motivation research, organizational culture, dispersed and connective administration, innovation and instructive authority procedures, and the development of social capital inside the HEIs. With prepared supervisors in leadership positions, we can advance and coordinate communications, actualize successful administration procedures, and use staff potential at all levels.

This study highlights the importance of educating and training leaders within the educational system. The findings revealed that when selecting management and leadership personnel at all levels, objective criteria such as work experience and scientific achievements are prioritized over psychological, communicative, moral, and ethical parameters. However, leadership qualities cannot be solely attributed to these factors.

Hence, we can conclude that it is necessary to consider a holistic evaluation of the psychological, communicative, moral, and ethical characteristics of the candidate when promoting personnel to various levels of top management.

Thus, this study can serve as a starting point for larger studies aimed at deepening understanding of how trained leaders can influence the development of the academic environment, ethical research, the quality of education, the overall competitiveness of higher education institutions, and the most important increasing the trust in science.

Various studies suggest that effective leadership development programs in higher education should focus on the adoption of transformational models of leadership. They should be attentive to distinct leadership needs at different levels of seniority and incorporate learning around role balancing and preparing leaders in advance of taking up posts. Additionally, programs should include financial management, culture change, entrepreneurship, performance management of academic staff, and risk management,

as well as self-awareness activities for achieving a greater balance between the roles and responsibilities that leaders put their energies into. Finally, incorporating succession planning processes and strategies into leadership development is also key. The literature Tight (2022), Waite (2013), and Ahmad et al. (2021) examines the leadership styles not only individual leaders but also their subordinates. However, the relationship between Leadership Development and its impact on subordinates' performance or growth is often not fully evaluated. Some authors suggest that transformational leadership behaviors should be studied as separate sub-dimensions rather than as a unified whole. They recognize that leadership is contextual, processual, relational, social, political, and temporal. There is a need for a broader set of theories and methods because the outcomes of Leadership Development are not always linear or progressive. This can be achieved by examining team and organizational development and effectiveness, leadership in different cultural contexts, and the variable impact of male versus female leaders.

Our findings suggest that instructional and transformational leadership are the focus of contemporary research. Instructional leadership emphasizes teaching and learning, while transformational leadership focuses on motivating staff toward education and research goals. Distributed leadership emphasizes that leadership is no longer the responsibility of one person.

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