

## KNOWLEDGE AS A FOUNDATION FOR HIGHER EDUCATION MANAGEMENT

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**Abstract:** Higher education is considered a specific instrument that promotes economic development of each country and is therefore considered as a factor that promotes economic, social and political productivity and efficiency of a country. Achieving high academic quality in higher education is closely related to the position of the university manager who shall ensure staff inclusiveness, experience sharing, and is able to make an appropriate performance management.

High institution leader shall be a leader who not only promotes value of knowledge, but at the same time knows how to place the university at the centre of national and international collaborations challenging global knowledge. It is insufficient to produce qualified cadre if at the same time no infrastructure, institutions, legislation and motivation system are established on professional career concept.

Streamlining of these segments and creating the necessary synergy for educated and skilled people entering the market undoubtedly affect the quality of the country's economic development.

**Keywords:** management, leader, knowledge, schooling, education

### 1. KNOWLEDGE MANAGEMENT FOR MANAGERS

Knowledge management appears as a new discipline in the post-industrial economy and driven, during last two decades, the publishing of wide range of books, articles and papers. According to the theorists' interpretations (Jashapara, A. 2004) there are two basic discourses of knowledge management development - the first discourse is powerful and closely oriented to the information systems, while the second discourse is the creation of human knowledge and its expansion, which represents the link and orientation of human resource management. Knowledge Management can be regarded as an effective learning process that is related to research, use and expansion of human knowledge.

By its very nature, it is formal and clear that knowledge consists of the skills and facts that can be transferred to others and is suitable for expanding the knowledge that provides the ground for employees attained skills and capabilities training, respectively skills and capabilities not simply explained and presented<sup>22</sup>. This generation of knowledge property means sharing between employees, departments and other institutions if this is in the interest of achieving the best results at work. It can be outlined that the process of organizational learning-training is of a social nature, because all new knowledge is formed in interactions between institution members. Being influenced by conciseness that knowledge alone creates additional value in the market, managers always place greater emphasis on learning and using knowledge. Institutions increasingly create special systems and procedures, the purpose of which is to ensure, memorize, share and utilize knowledge. The manager who would perform these functions should find a satisfactory balance between the technology-based knowledge and the cultural behavioural factors influencing the knowledge-driven process.

Institutions increasingly adopt their organizational design, systems, and leadership styles, institutional culture for the need to foster institutional skilling and efficient use of knowledge. Whereas, further development of this area and a rapid popularization and expansion of the theoretical knowledge-based worldview, has also opened up the issue of professional management of knowledge and its implications to individuals. The development of a knowledge-based society requires every individual to very seriously evaluate and develop their own skills and to take responsibility for leadership in the development of their own knowledge.

### 2. MANAGERIAL KNOWLEDGE SCHOOLING

Managers need to learn how to plan, budget, organize, develop and govern people, control and resolve problems in institutions (Drucker, P. 2006). Managers should think not only of what is successful today, but also of what is the demand next day, and same time be able to manage with changes, then possessing the ability to use knowledge as a fundamental resource in the future. This opens a major issue and requires extensive analysis of how to school these new employees of knowledge, what knowledge they need, what skills and how to achieve them in practice? Nevertheless, we are to recognize predictions that education will become knowledge society centre at every level, while schooling is a key institution of knowledge building.

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<sup>22</sup> Sajfert Z. - "Menadžment znanja" Novi Sad, 2014

Since a knowledge worker is an expert in his field of specialization, schooling should help and enable his field of specialization to be effective<sup>23</sup>. The educated person of the new society has to respect other cultures and other legacies, to have observation and analytical thinking skills. He must be prepared for life in the globalized world, though he will be a citizen of the world, he should be fed by his own local roots, and in exchange to be enriched and nurtured with his own local culture. Realizing that knowledge is the greatest source of organization development, an imposed conclusion is that managers need to play the role of the leader, namely to become a team of knowledgeable leaders. The complex process of developmental strategic planning and development, at the organization level, opens up a broad debate on the way of education and training of managers, especially for new global works and responsibilities. Employers argue theirs such stance with no time or the means to provide a pre-service to new people and they will most likely shall go for candidates with experience, rather than for those who have recently graduated which require gaining of experience.

### 3. A LEADER FOR EDUCATION INSTITUTIONS

In the focus of the bureaucracy's view, the leader tends to lead others and make decisions for others to apply, while in the focus of non-bureaucracy, the perception of leadership emphasizes the inclusiveness, motivation and empowerment of individuals<sup>24</sup>. The leader is a person with responsibility that is characterized by engagement and competence that occurs in a relationship within a social structure.

In the contemporary context, (Dubrin, 1998) the leadership is defined as the ability to inspire confidence and support to individuals who strive to achieve institutional goals that are related to change, inspiration, and motivation. In this case we can conclude that the task of the leader is to inspire confidence to teachers in order to be more effective in their work. The leader as a film director organizes the transformation of people in order to improve the situation in creating a group of people to do something as a single team and each one of them believe this is the right thing to do in the institution. In this viewpoint, the leader set the task and explains why this should be done, he/she supervises the teachers' activities and ensures that they have all the skills and resources and tool to do the job. Such leaders develop a relationship between themselves and their teachers, so they lead, motivate, inspire to promote productivity to among teachers in view of transformation that brings positive changes to individuals, institutions, interpersonal relationships and a social environment. The old concept of the leader is based on the exercise of power, competencies, and authority, while the new concept requires respect and care for individuals, seeing them as a powerful source of knowledge, creativity and energy for improving the institution. When the leader is weak, educational institutions fail or have an underperformance, so they are therefore a key to situation improvement.

### 4. EDUCATION LEADER STYLES

There is a consensus among scholars that the importance of effective leader should be taken into consideration (Sashkin's, 2003). A leader undertakes constructive actions to achieve long-term goals and provides clear and positive rational behind their actions, goals and achievements that add to the clarity and make direction of life more meaningful.

In an education institution, the importance of the leader is reflected in every aspect of it: classes, academic achievements, student discipline, institution climate, etc <sup>25</sup>. In essence, the manager as a leader needs to possess skills to provide social behaviour in the institution and a collaborative climate. Despite the fact that the leader knows what, when and why it does it, the kind of changes to improve student achievement affects staff and students. Therefore, one can say that a leader who does not include actions in accordance with the teaching objectives has a wrong perspective for achieving the goals of the educational institution. Given the views, we perceive the leader with the ability to create relationships with teachers such that their individual and teaching gifts are reflected by bringing about continuous improvements in the performance of the educational institution, student achievement and teachers professional development.

The style of leadership can be described as how a leader communicates with his/her staff (teachers and students) by directing and motivating them to achieve the goals set. The style of leadership is determined by what the leader does to motivate his/her subordinates in order to achieve the objectives set by the educational institution. Thus, the motivations of the leader and the goals of the educational institution influence the way in which the educational institution is run. The leader is considered to be the individual responsible for the standards established within his/her university in relation to how he/she leads and how he/she sets and fulfils the objectives of the institution, based on its overall values. There is a general belief that the leader is the most important individual for establishing of climate in an education institution, ensuring quality and achieving student learning.

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<sup>23</sup> Draker Piter: UPRAVLJANJE U NOVOM DRUŠTVU, Adizis, Novi Sad, 2005

<sup>24</sup> Draker Piter: MOJ POGLED NA MENADŽMENT, Adizis, Novi Sad, 2006

<sup>25</sup> Zeneli, I. "BAZAT E MENAXHIMIT" – Menaxhimi i Institucioneve të Arsimit, Prishtinë, 2013

Meanwhile, the leader's styles are not just about people's leading, but also about planning, organizing and evaluating the results achieved. A leading style that the leaders choose to present their effectiveness will determine whether they will accomplish the task, organizational goals, and whether they will be able to establish and maintain positive relationships with the staff<sup>26</sup>. Of all styles, the collaborative style is perhaps the only one that can affect the positive climate of the educational institution, while the authoritarian-binding leading style is less effective in many situations because teachers become emotionally cold out of fear and therefore the climate is negative. Leader's behaviour will be motivating enough to influence teachers outcomes and performance when the circumstantial factors are met in their work: such as necessary coordination, clarity of direction, and rewards for achievements. This has a positive impact because it shows that the leader knows that teachers can contribute to improving the performance of the educational institution and this builds their self-confidence. Communication needs to be two-way, as teachers are able to propose ideas and their proposals are appreciated by the leader. Innovations and new ideas are encouraged and welcomed by the leader, who shows confidence by supporting teachers for their motivation. From all of these styles, none of them is considered suitable for the leader to use it all the time, they shall, therefore be effective and flexible by tailoring their style to current situations.

##### **5. ANALYSING A LEADER IN KOSOVO'S HIGHER EDUCATION**

Limited-style leaders can ensure success as long as their style remains successful, but they cannot be considered to have style adaptability. If a leader has high abilities, he/she needs to understand when shall be task-oriented and when shall be relationship-oriented in order to use the right style to enhance the performance within an educational institution<sup>27</sup>. This should be because teachers perform different tasks in certain situations and may vary their level of maturity. A situational leader may be different in different institutional settings, working with experienced teachers, is better if it delegates to teachers the responsibility for carrying out their duties, because it may happen that they do not welcome his/her instructions and orders.

On the other hand, the new approach in leading, in particular the transformational approach, emphasizes change as the main principle and gives the image of building and developing human resources at the university, transforming the relationship between leaders and teachers so that the latter are motivated from unity of common values and objectives. Academic studies regulate the development of academic study programs that aim at enabling students to develop and apply professional and artistic achievements. From our point of view, regulation of governing structures of public universities in the Republic of Kosovo through legal and imperative provisions, failed to result successful as this offered solution failed to change the situation in terms of clarifying the governing, managerial and academic competencies.

Kosovo society is in an ongoing social and economic transformation process, which triggers the need for amending and supplementing the legislation. In terms of globalization and university role changes, the scientific research aspects and demands for knowledge and professional skills through education increasingly push societies into a knowledge and professional training-based society. The key features of the Kosovo higher education system either in the strategic policy view or in the sphere of the legislative base, in principle, have always started from the point of view of Quality Assurance through the determination to implement Bologna Process principals, although Kosovo is yet not a party to Bologna Declaration. We conclude that the Bologna Declaration in the Republic of Kosovo is not only a new form and content of higher education but, in fact, of legal importance that has necessarily taken its course and has been transformed into a legal norm by guaranteeing that higher education system in the country is European standard-based unified education system.

If we go for comparison as a method of analysis of the measure under evaluation, then one can note that the accredited public institutions are few (9 institutions) compared to private institutions (21 institutions)<sup>28</sup>.

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<sup>26</sup> R. Dimitrovski - "Menadžment znanja kako poslovna strategija" Beograd, 2010

<sup>27</sup> Гоцевски, Т.Образовен менаџмент, 2 издание, Скопје, 2003

<sup>28</sup> <http://www.akreditimi-ks.org/new/index.php/en/>, 11.11.2017

Table 1. – Higher education public to private institution ratio.

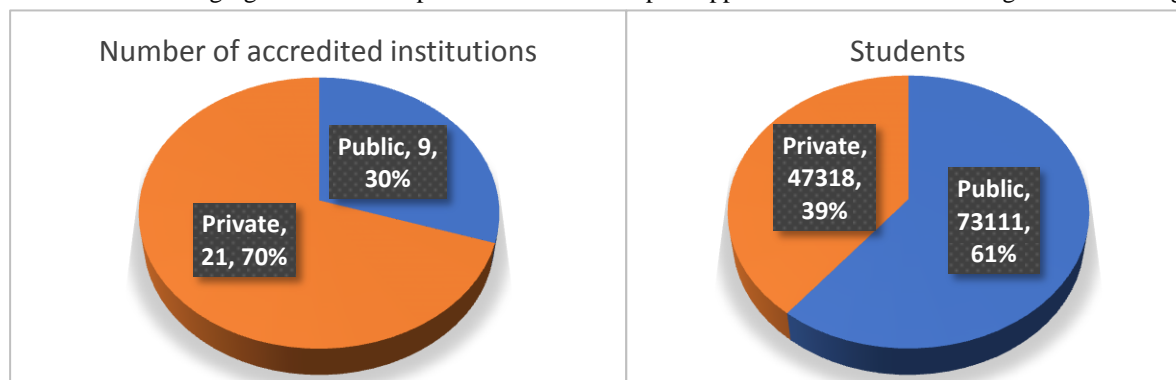
	Number of accredited institutions <sup>29</sup>	Students <sup>30</sup>	Staff <sup>31</sup>	
			permanent	temporary
Public	9	73111	1699	553
Private	21	47318	1762	916

According to the figures from the Table 1, one shall emphasise that public institutions lead in number of students with total of 73.111 students against those in private institutions amounting to 47.318 students.

Graph 1. Institutions

Graph 2. Students

This ratio is changing in favour of private institutions upon approval of the law and regulations on higher



education. The unfavourable ratio is also reflected in staff in public institutions (1,800 employees) compared to private ones (1600 employees).

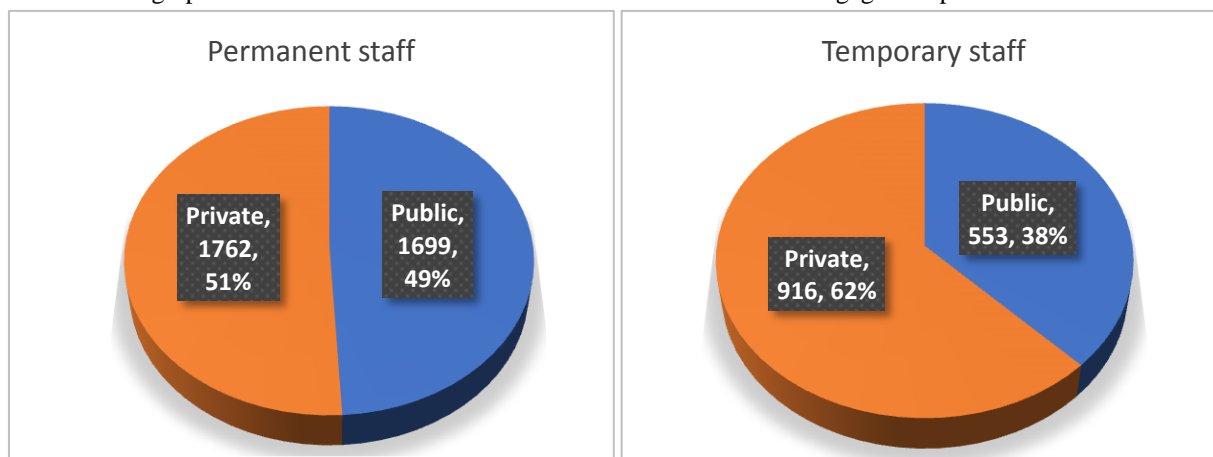
By comparing the interest in studies we can conclude that in terms of quality, students go for private institutions. Management, style and conditions make private sector studies more likable.

The following graph indicates parameters of ratio between public and private institutions.

Graph 3. Permanent staff

Graph 4. Temporary staff

From these graphs one can note that more full time academic staff are engaged in private institutions than in



public ones, this is because the Accreditation Agency has been much more rigorous towards private institutions than public institutions.

<sup>29</sup> <http://www.akreditimi-ks.org/new/index.php/sq/2015-09-16-11-39-57/2015-09-16-11-54-07>, 11.11.2017

<sup>30</sup> <http://ask.rks-gov.net/sq/agjencia-e-statistikave-te-kosoves/add-news/statistikat-e-arsimit-20152016>, 11.11.2017

<sup>31</sup> KAS Data – Kosovo Agency of Statistics, <http://askdata.rks-gov.net/PXWeb/pxweb/sq/askdata/?rxid=0b4e087e-8b00-47ba-b7cf-1ea158040712%2f>, 11.11.2017

Social-political conditions and circumstances are conducive to increasing the number of students in higher education institutions over 500 000 engaged in education), reflected in the unemployment rate as a factor of economic underdevelopment.

#### SUMMARY

Improving the quality and weight of education is extremely difficult because there is no single measure to achieve this goal effectively. Institutions of this level are almost traditionally managed by teachers who are unprepared in the theoretical and practical aspect for managing an educational institution.

Knowing the role and the relevance of higher education in society one can note that sustainable economic, cultural, scientific and technological development cannot be achieved without qualitative education and that there is no quality education without genuine management, respectively professional running of educational institutions of this level. Higher education management structures are defined by law and the charter of the respective university, whether public or private, as foreseen by law.

The aspect of executive tasks will exempt them from excessive academic responsibilities and will raise awareness in terms of cooperation and respect in discharge of leader roles in higher education institutions.

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