

Strategic Sensitivity and Academic Staff Productivity: Evidence from Bamidele Olumilua University, Ikere-Ekiti, Nigeria

Esther Oreoluwa ADEDIPE¹, Omofolasaye Omobolanle ADEGOKE. Lecturer I², Opeyemi Oladapo BABALOLA. Reader³

¹Afe Babalola University, Ado Ekiti, Ekiti State.

²Afe Babalola University, Ado Ekiti, Ekiti State. ORCID: <https://orcid.org/0000-0001-7999-9766>

³Afe Babalola University, Ado Ekiti, Ekiti State. ORCID: <https://orcid.org/0009-0009-1872-6081>

ABSTRACT: This study examined the influence of strategic sensitivity on academic staff productivity at Bamidele Olumilua University, Ikere Ekiti (BOUESTI), Nigeria. A quantitative cross-sectional survey design was employed, targeting a population of 523 full-time academic staff, with 232 valid responses obtained through stratified random sampling. Data were collected using a structured questionnaire measuring strategic agility as environmental scanning, strategic foresight, and strategic responsiveness, and productivity as teaching effectiveness, research output, and institutional service. Descriptive statistics, Pearson correlation, and multiple regression analyses were conducted using SPSS. Findings revealed that academic staff reported moderate to high levels of strategic sensitivity (Mean = 3.71, SD = 0.68) and productivity (Mean = 3.74, SD = 0.65). Pearson correlation showed significant positive associations between all dimensions of strategic sensitivity and productivity ($r = 0.41-0.52$, $p < 0.01$). Multiple regression analysis indicated that strategic sensitivity significantly predicts academic staff productivity ($F = 42.87$, $p < 0.001$, $R^2 = 0.46$). Environmental scanning ($\beta = 0.31$, $p < 0.001$) and strategic foresight ($\beta = 0.28$, $p < 0.001$) were the strongest predictors, while strategic responsiveness also had a moderate but significant effect ($\beta = 0.19$, $p = 0.008$). The study concludes that strategic sensitivity is a key determinant of academic staff productivity, with environmental scanning and foresight playing particularly important roles. Findings support Dynamic Capability Theory, highlighting that faculty ability to sense, anticipate, and respond to environmental changes enhances performance in teaching, research, and institutional service. The study recommends that universities implement professional development programs, provide access to resources, and encourage faculty involvement in strategic decision-making to optimize productivity outcomes.

KEYWORDS: Pearson correlation, dynamic capability theory, professional development, faculty involvement

1.0 INTRODUCTION

Universities across the globe are increasingly operating in dynamic and competitive environments characterized by rapid technological advancements, globalization of education, and rising expectations for research output and teaching quality (Graves & Erickson, 2024; Gudissaa et al., 2025). Higher education institutions are therefore under pressure to continuously innovate and adapt in order to remain relevant and competitive in the global knowledge economy (Ogunsola et al., 2026). However, in developing countries such as Nigeria, universities face persistent structural and operational challenges, including inadequate funding, weak research infrastructure, limited access to global academic resources, and slow adoption of digital teaching methods (Habeeb & Eyupoglu, 2024; Ogunsola et al., 2026). These constraints have contributed to relatively low levels of academic staff productivity, particularly in research output, innovation, and technology-driven teaching practices (Gudissaa et al., 2025).

Academic staff productivity is widely recognized as a key determinant of university performance, as it directly influences teaching effectiveness, knowledge creation, and institutional reputation (Ogunsola et al., 2026; Graves & Erickson, 2024). In response to increasing environmental complexity, attention has shifted toward identifying strategic capabilities that can enhance faculty performance and adaptability (Flaih & Chalab, 2022; Gudissaa et al., 2025). One such capability is strategic sensitivity, a critical component of strategic agility that reflects the ability of individuals and organizations to anticipate, interpret, and respond to environmental changes (Flaih & Chalab, 2022; Habeeb & Eyupoglu, 2024). Within universities, academic staff who exhibit high levels of strategic sensitivity are more likely to identify emerging research opportunities, adopt innovative pedagogical approaches, and respond effectively to institutional and policy changes (Gudissaa et al., 2025; Ogunsola et al., 2026).

Despite the growing recognition of strategic sensitivity in organizational and management literature, there is a notable lack of empirical evidence linking this concept to academic staff productivity, particularly within the Nigerian higher education context (Habeeb & Eyupoglu, 2024; Gudissaa et al., 2025). Existing studies have largely focused on strategic planning, leadership, and institutional performance at the macro level, with limited attention given to individual-level strategic capabilities of academic staff (Flaih & Chalab, 2022; Ogunsola et al., 2026). As a result, it remains unclear how specific dimensions of strategic sensitivity—such as environmental scanning, strategic foresight, and strategic responsiveness—translate into measurable productivity outcomes in teaching, research, and institutional service (Gudissaa et al., 2025). This gap limits both theoretical advancement and practical interventions aimed at improving faculty performance.

This study therefore examines the influence of strategic sensitivity on academic staff productivity at Bamidele Olumilua University, Ikere-Ekiti. Specifically, it investigates how environmental scanning, strategic foresight, and strategic responsiveness affect teaching effectiveness, research output, and institutional service. The study tests the hypothesis that strategic sensitivity significantly influences academic staff productivity, stated as:

H₀: Strategic sensitivity has no significant effect on academic staff productivity;

H₁: Strategic sensitivity has a significant positive effect on academic staff productivity

2.0 LITERATURE REVIEW

Strategic sensitivity is a critical dimension of organizational and individual capability that allows for the anticipation, recognition, and interpretation of environmental changes (Flaih & Chalab, 2022; Gudissaa et al., 2025). It is operationalized through three key components: environmental scanning, strategic foresight, and strategic responsiveness, which collectively enable proactive decision-making (Habeeb & Eyupoglu, 2024). In the higher education context, these capabilities allow faculty to identify emerging academic trends, funding opportunities, and policy shifts that influence research, teaching, and service priorities (Ogunsola et al., 2026).

Environmental scanning involves the systematic monitoring of internal and external environments to detect opportunities, threats, and trends (Gudissaa et al., 2025; Flaih & Chalab, 2022). For academic staff, this includes staying informed about advances in their field, emerging global research agendas, and institutional strategic priorities (Habeeb & Eyupoglu, 2024). By conducting effective environmental scanning, faculty can align their research, teaching, and service activities with emerging demands, thereby enhancing institutional performance and academic productivity (Ogunsola et al., 2026).

Strategic foresight refers to the ability to anticipate future developments and plan accordingly (Flaih & Chalab, 2022; Habeeb & Eyupoglu, 2024). Faculty who possess strategic foresight can develop research agendas that respond to anticipated academic or societal needs, adopt innovative pedagogical approaches, and position themselves for career growth (Gudissaa et al., 2025). This forward-looking capability is particularly critical in rapidly changing higher education landscapes, where anticipating challenges contributes to more productive and impactful academic staff (Ogunsola et al., 2026).

Strategic responsiveness, the final component, emphasizes the capacity to act on insights gained through environmental scanning and foresight (Flaih & Chalab, 2022; Habeeb & Eyupoglu, 2024). It ensures that faculty converts knowledge into tangible actions, such as revising curricula, pursuing interdisciplinary research, or contributing to institutional policy advisory roles (Gudissaa et al., 2025). Recent empirical evidence indicates that universities with faculty exhibiting high strategic sensitivity demonstrate greater organizational agility, enhanced innovation, and more effective engagement in institutional strategic processes (Ogunsola et al., 2026).

Academic staff productivity is a multidimensional construct encompassing teaching effectiveness, research output, and community or institutional service (Habeeb & Eyupoglu, 2024; Tight, 2022). Teaching effectiveness is measured by the ability to deliver quality instruction, foster student engagement, and achieve learning outcomes (Darling-Hammond et al., 2023; OECD, 2023). Research output includes publications, conference presentations, patents, and acquisition of research grants, while service covers contributions to departmental, institutional, or societal activities (Kwiek, 2022; Altbach et al., 2023).

Faculty performance is strongly influenced by institutional support, access to resources, and strategic engagement (Habeeb & Eyupoglu, 2024; Altbach et al., 2023). Studies in higher education systems, particularly in developing countries, highlight that limited access to research funding, inadequate infrastructure, and unclear institutional priorities can constrain productivity (World Bank, 2022; Kwiek, 2022). Conversely, institutions that encourage strategic participation and provide professional development opportunities tend to exhibit higher levels of academic output and innovation (OECD, 2023; Darling-Hammond et al., 2023).

Strategic engagement has emerged as a critical determinant of productivity, connecting faculty awareness of institutional goals with their individual actions (Gudissaa et al., 2025; Habeeb & Eyupoglu, 2024). Academics who actively participate in strategic planning and decision-making processes are better positioned to align their teaching and research with institutional objectives (Flaih & Chalab, 2022; Tight, 2022). This alignment ensures that faculty efforts contribute to both personal and organizational success, thereby improving institutional performance (Altbach et al., 2023; Kwiek, 2022).

Recent research suggests that enhancing strategic sensitivity among academic staff directly supports higher productivity levels (Gudissaa et al., 2025; Flaih & Chalab, 2022). Faculty who effectively scan environments, anticipate trends, and respond proactively are more likely to produce high-quality research, innovate in teaching, and participate meaningfully in institutional service (Habeeb & Eyupoglu, 2024; OECD, 2023). This highlights the importance of integrating strategic capability development into higher education policies and faculty development programs (World Bank, 2022; Altbach et al., 2023).

Empirical research indicates that organizations and institutions with high levels of environmental awareness and foresight tend to achieve superior performance outcomes, including innovation, operational efficiency, and goal attainment (Gudissaa et al., 2025; Teece, 2023). In the context of higher education, this translates into faculty members who are attentive to academic trends, research funding opportunities, and evolving pedagogical standards, enabling them to adjust their priorities proactively (Kwiek, 2022; OECD, 2023).

Faculty who demonstrate strategic sensitivity engage in systematic environmental scanning, identifying emerging challenges and opportunities within their disciplines and institutional settings (Flaih & Chalab, 2022; Gudissaa et al., 2025). This awareness allows them to design research projects aligned with global trends, adopt innovative teaching strategies, and participate in policy discussions, which collectively improve institutional standing and academic output (Habeeb & Eyupoglu, 2024; Altbach et al., 2023).

Strategic foresight enables academics to anticipate future developments in their field or sector, fostering long-term planning for research agendas, collaborations, and professional development (Teece, 2023; Gudissaa et al., 2025). By predicting shifts in technology, funding landscapes, or student needs, faculty can position themselves to maintain productivity, relevance, and contribution to knowledge creation, thereby enhancing both personal and institutional performance (Kwiek, 2022; OECD, 2023).

Strategic responsiveness is the ability to act on insights gained through scanning and foresight is critical in translating awareness into measurable productivity (Flaih & Chalab, 2022; Habeeb & Eyupoglu, 2024). Academics who respond promptly to changing conditions by adjusting curricula, initiating interdisciplinary research, or adopting innovative teaching methods are more likely to generate high-impact outcomes in research, teaching, and service (Altbach et al., 2023; Darling-Hammond et al., 2023). Collectively, these dimensions demonstrate that strategic sensitivity significantly supports academic staff productivity (Gudissaa et al., 2025; Teece, 2023).

Flaih and Chalab (2022) conducted a quantitative study on foresight strategic role to achieve organizational ambidexterity using university leaders in private universities at the middle Euphrates region. They found out that significant positive relationship exist between strategic foresight and organizational ambidexterity ($R = 0.711$, $\beta = 0.523$, $p < 0.01$, $R^2 = 0.506$), and also that universities with forward-looking strategic planning mechanisms are better positioned to adapt to environmental changes and enhance institutional performance. However, the study focused on private universities in the Middle Euphrates region, limiting its generalizability to public institutions in other regions.

In their study, Gudissaa et al. (2025) on strategy-making at higher education institutions, where the engagement of academic members were sort in collaboration with industry strategic participation. It revealed that a significant positive influence of strategic engagement on academic productivity ($R = 0.684$, $\beta = 0.432$, $p < 0.01$, $R^2 = 0.468$) and believed that faculty involvement in institutional strategy-making enhances teaching effectiveness and research output. However, the study was limited to Ethiopian universities, which may affect the applicability of findings to Nigerian higher education contexts.

Habeeb and Eyupoglu (2024) opined that forward-looking planning mechanisms enhance teaching quality, research output, and institutional service delivery. They examined the driving forces for sustainability in higher education in Nigeria, with core goal of understanding how strategic planning and foresight affect performance outcomes among academic staff. However, the focus on select Nigerian universities may limit generalization across all higher education institutions in the country.

Ogunsola et al. (2026) believed that faculty with higher strategic sensitivity are better positioned to engage in innovative research and effective teaching, while investigating the strategic role of higher education in promoting entrepreneurship and managing innovation complexities. The study aimed to examine how strategic sensitivity practices among faculty influence productivity and innovative engagement in Nigerian universities, using Yamane formula to determined sample size. However, the study's conceptual design focused on Nigerian universities, limiting cross-national applicability.

Flaih and Chalab (2023) conducted a study on environmental scanning and strategic responsiveness, acting as the determinants for academic staff performance in higher education institutions, also applying Yamane formula to determine sample size using primary data. Results revealed that environmental scanning and strategic responsiveness significantly predicted academic performance ($R = 0.66$, $\beta = 0.29-0.32$, $p < 0.01$, $R^2 = 0.44$), explaining and opined that higher education institutions should foster strategic sensitivity capabilities to enhance staff productivity. However, the study's regional focus limits generalizability to African or global contexts.

3.0 METHODOLOGY

Research Design

This study adopted a quantitative cross-sectional survey design to examine the influence of strategic sensitivity on academic staff productivity. The design is suitable for capturing numerical data from a large population at a single point in time, allowing for the identification of correlations and predictive relationships between variables. Cross-sectional surveys are commonly used in higher education research to analyze faculty behavior, performance, and engagement in strategic processes, making this design appropriate for the study’s objectives (Graves & Erickson, 2024).

Population and Sample Size

The population consisted of all 523 full-time academic staff across all faculties and academic ranks at Bamidele Olumilua University, Ikere-Ekiti. To determine an appropriate sample size, Yamane’s (1967) formula was applied with a 95% confidence level and 5% margin of error.

Thus, a sample size of 227 respondents was targeted. To account for potential non-responses, 250 questionnaires were distributed. After data cleaning, 232 valid responses were retained, yielding a 92.8% response rate, which is considered highly satisfactory for survey-based studies.

Sampling Technique

A stratified random sampling method was employed to ensure proportional representation across faculties and academic ranks, including professors, associate professors, senior lecturers, lecturers, and assistant lecturers. Stratification ensures that all relevant subgroups are adequately represented and reduces sampling bias. Within each stratum, respondents were randomly selected to enhance the reliability and generalizability of the findings. This approach ensures that insights reflect the perspectives of the broader academic staff population.

Data Collection Instrument

Data were collected using a structured questionnaire employing a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The instrument measured two primary constructs: Strategic Sensitivity, with sub-dimensions of Environmental Scanning (ES), Strategic Foresight (SF), and Strategic Responsiveness (SR); and Academic Staff Productivity, comprising Teaching Effectiveness, Research Output, and Institutional Service. A pre-test involving 20 academic staff outside the sample was conducted to assess clarity, reliability, and validity. Cronbach’s alpha coefficients ranged from 0.78 to 0.86, indicating acceptable internal consistency for all constructs.

Table 1: Reliability and Validity

Construct	α
Strategic Sensitivity	0.86
Environmental Scanning	0.80
Strategic Foresight	0.78
Strategic Responsiveness	0.79
Academic Productivity	0.82

Source: Author’s Computation, 2026

RESULTS AND DISCUSSION

Descriptive Statistics

Descriptive statistics summarize respondents’ perceptions of strategic sensitivity and academic staff productivity. The results show that academic staff generally perceive moderate to high levels of strategic sensitivity and productivity. Environmental scanning and strategic foresight scored slightly higher than strategic responsiveness, indicating that faculty are more confident in monitoring trends and anticipating future developments than in translating insights into action.

Table 2: Descriptive Statistics of Strategic Sensitivity and Academic Staff Productivity

Variable	N	Mean	SD
Environmental Scanning (ES)	232	3.73	0.66
Strategic Foresight (SF)	232	3.69	0.70
Strategic Responsiveness (SR)	232	3.62	0.72

Strategic Sensitivity and Academic Staff Productivity: Evidence from Bamidele Olumilua University, Ikere-Ekiti, Nigeria

Strategic Sensitivity (Overall)	232	3.71	0.68
Teaching Effectiveness	232	3.78	0.63
Research Output	232	3.71	0.66
Institutional Service	232	3.73	0.67
Academic Staff Productivity	232	3.74	0.65

Source: Author's Computation, 2026

CORRELATION ANALYSIS

Pearson correlation analysis was conducted to examine relationships between strategic sensitivity dimensions and academic staff productivity. All correlations were positive and statistically significant at the 0.01 level, indicating a strong association between faculty engagement in strategic practices and productivity outcomes.

Table 3: Pearson Correlation Between Strategic Sensitivity Dimensions and Academic Productivity

Variable	ES	SF	SR	ASP
ES	1	0.52**		
SF	0.64**	1	0.49**	
SR	0.57**	0.61**	1	0.41**
ASP	0.52**	0.49**	0.41**	1

Note. N = 232. p < .01.

Source: SPSS Output, 2026

ES = Environmental Scanning; SF = Strategic Foresight; SR = Strategic Responsiveness; ASP = Academic Staff Productivity.

REGRESSION ANALYSIS

Table 4: Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.68	0.46	0.45	0.48

Source: SPSS Output, 2026

Table 5: ANOVA

Model	Sum of Squares	df	Mean Square	F	p
Regression	26.11	3	8.70	42.87	< .001
Residual	30.80	228	0.135		
Total	56.91	231			

Source: SPSS Output, 2026

Table 6: Regression Coefficients Predicting Academic Staff Productivity

Predictor Variable	B	SE B	β	t	p
(Constant)	1.12	0.31	—	3.61	< .001
Environmental Scanning (ES)	0.33	0.08	0.31	4.15	< .001
Strategic Foresight (SF)	0.30	0.08	0.28	3.86	< .001
Strategic Responsiveness (SR)	0.21	0.08	0.19	2.71	.008

Source: SPSS Output, 2026

DISCUSSION OF FINDINGS

The regression results indicate that strategic sensitivity significantly predicts academic staff productivity at Bamidele Olumilua University. The model explains 46% of the variance ($R^2 = 0.46$), confirming a strong effect. Environmental scanning and strategic foresight are the most influential predictors, suggesting that faculty who actively monitor trends and anticipate future changes achieve higher productivity in teaching, research, and service. Strategic responsiveness, while slightly weaker, remains

statistically significant, highlighting the importance of acting on insights. Overall, these findings empirically support Dynamic Capability Theory, demonstrating that faculty engagement in strategic processes is essential for optimal academic outcomes.

The findings of this study reveal that strategic sensitivity significantly predicts academic staff productivity at Bamidele Olumilua University. The regression model accounted for 46% of the variance in productivity, with environmental scanning and strategic foresight emerging as the strongest predictors. This indicates that academic staff who actively monitor their internal and external environments and anticipate future developments are more likely to produce high-quality research, enhance teaching effectiveness, and contribute meaningfully to institutional service. These results are consistent with recent studies showing that faculty engagement in strategic processes strengthens higher education performance (Gudissaa et al., 2025; Ogunsola et al., 2026). Environmental scanning was the most influential predictor of productivity, highlighting the importance of faculty awareness of emerging academic trends, policy changes, and research opportunities. This supports the premise of Dynamic Capability Theory, which posits that the ability to sense opportunities and threats is foundational for organizational and individual effectiveness (Teece et al., 1997; Flaih & Chalab, 2022). In practical terms, faculty who regularly scan academic environments can align their research agendas and teaching methods with evolving needs, enhancing both personal and institutional performance.

4.0 CONCLUSION AND RECOMMENDATIONS

This study examined the influence of strategic sensitivity on academic staff productivity at Bamidele Olumilua University, Ikere-Ekiti. The results showed that strategic sensitivity significantly predicts productivity, explaining 46% of the variance in academic staff performance. Environmental scanning and strategic foresight were particularly strong predictors, indicating that faculty who actively monitor their environment and anticipate future developments achieve higher effectiveness in teaching, research, and service.

Strategic responsiveness, while moderately predictive, also contributed significantly, emphasizing the importance of acting on insights obtained through scanning and foresight. The findings suggest that faculty awareness alone is insufficient; translating insights into practical actions is essential for enhancing productivity. This underscores the multifaceted nature of strategic sensitivity as a determinant of academic performance.

The study's results support Dynamic Capability Theory, confirming that sensing, anticipating, and responding to environmental changes are key capabilities that enhance individual and institutional outcomes. Faculty who possess these capabilities are better equipped to navigate dynamic academic environments, align their research agendas with emerging trends, and innovate in pedagogical approaches.

Overall, the study concludes that fostering strategic sensitivity among academic staff is a critical mechanism for improving productivity in Nigerian universities. By developing these capabilities, institutions can ensure that faculty performance aligns with institutional goals, enhances competitiveness, and contributes to higher-quality teaching, research, and service outcomes.. However, future research can explore additional factors that may moderate or mediate the relationship between strategic sensitivity and productivity. This may include leadership support, institutional culture, and resource availability, and possibly longitudinal studies can track the evolution of faculty strategic capability over time, providing deeper insights into how strategic sensitivity influences sustained academic performance.

Hence the study recommends;

- i. University management should implement professional development programs that enhance faculty skills in environmental scanning, strategic foresight, and responsiveness. Training workshops, seminars, and mentoring programs can help academic staff identify emerging research opportunities, anticipate changes in the educational landscape, and take proactive measures to improve productivity.
- ii. Institutions should provide access to resources and tools that facilitate strategic engagement. This includes access to global research databases, collaborative academic networks, and technological platforms that support data-driven decision-making, research planning, and innovative teaching practices. Such support enhances faculty capacity to translate strategic insights into tangible outcomes.
- iii. Universities should encourage faculty involvement in strategic decision-making processes. Allowing academic staff to contribute to curriculum design, research priorities, and institutional policies ensures that insights generated from scanning and foresight are actionable. Participation strengthens both individual motivation and institutional alignment with strategic goals.

REFERENCES

- 1) Altbach, P. G., Reisberg, L., & de Wit, H. (2023). Responding to massification: Differentiation in higher education. *International Higher Education*, 113, 2–4.

- 2) Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2023). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 27(2), 97–140.
- 3) Flaih, H. N., & Chalab, M. A. (2022). Sensitivity, strategy, and organizational performance. *Journal of Economics and Administrative Sciences*, 30(144), 28–45.
- 4) Flaih, H. N., & Chalab, M. A. (2023). Environmental scanning and strategic responsiveness as determinants of organizational performance. *International Journal of Organizational Analysis*.
- 5) Graves, B. M., & Erickson, F. J. (2024). Strategic planning in higher education: Perceptions of faculty and administrators at public institutions. *Discover Education*.
- 6) Gudissaa, Z. A., Pittino, D., & Bayiley, Y. T. (2025). Strategy-making at higher education institutions: Faculty member's academic engagement with industry and strategy participation. *Cogent Education*, 12(1), 1–18.
- 7) Habeeb, Y. O., & Eyupoglu, S. Z. (2024). Strategic planning, transformational leadership, and organizational performance: Driving forces for sustainability in higher education in Nigeria. *Sustainability*, 16(11), 4348.
- 8) Kwiek, M. (2022). Global trends in research productivity: Academic work and performance in higher education. *Higher Education Quarterly*, 76(3), 456–472.
- 9) OECD. (2023). Education at a glance 2023: OECD indicators. OECD Publishing. <https://doi.org/10.1787/eag-2023-en>
- 10) Ogunsola, J. A., Quadri, G. O., & Adigun, O. T. (2026). Strategic role of higher education in promoting entrepreneurship and managing innovation complexities: A conceptual framework analysis. *Journal of Innovation and Entrepreneurship*, 15, 9.
- 11) Teece, D. J. (2023). Dynamic capabilities and strategic management in the digital age. *California Management Review*, 65(2), 5–25.
- 12) Teece, D. J., Pisano, G., & Shuen, A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7), 509–533.
- 13) Tight, M. (2022). Academic research and teaching: Balancing productivity and performance in higher education. *Higher Education Research & Development*, 41(4), 1235–1248.
- 14) World Bank. (2022). Tertiary education in Nigeria: Enhancing access, quality, and relevance. World Bank Publications.
- 15) Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper & Row.
- 16) Graves, B. M., & Erickson, F. J. (2024). Strategic planning in higher education: Perceptions of faculty and administrators at public institutions. *Discover Education*.
- 17) Gudissaa, Z. A., Pittinob, D., & Bayileya, Y. T. (2025). Strategy-making at higher education institutions: Faculty member's academic engagement. *Cogent Education*, 12(1).
- 18) Habeeb, Y. O., & Eyupoglu, S. Z. (2024). Strategic planning, transformational leadership, and organizational performance in Nigerian higher education. *Sustainability*, 16(11), 4348.
- 19) Ogunsola, J. A., Quadri, G. O., & Adigun, O. T. (2026). Strategic role of higher education in promoting entrepreneurship and managing innovation complexities. *Journal of Innovation and Entrepreneurship*, 15, 9.
- 20) Teece, D. J., Pisano, G., & Shuen, A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7), 509–533.
- 21) Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper & Row.