Strategic Leadership and the Quality of Business Education Delivery in Nigerian Universities and Colleges of Education

Oko, Henry Ekuma
Email: ekumaohenry@gmail.com mobile: (+234)8076620069
Likedin: https//www.linkedin.com/in/henryekumaoko
Ignatius Ajuru University of Education, Port Harcourt
https://doi.org/10.56201/ijssmr.vol.12no10.2026.pg405.422

Abstract
The quality of Business Education delivery in Nigerian tertiary institutions is increasingly shaped by the capacity of institutional leaders to respond strategically to changing educational, technological, economic and labour-market demands. Business Education is expected to equip learners with competencies in business management, accounting, office technology, entrepreneurship, communication and related areas, making the quality of its delivery important to graduate employability and national development. This paper examines the relationship between strategic leadership and the quality of Business Education delivery in Nigerian universities and colleges of education. The paper adopts a conceptual and empirical research framework, drawing on strategic leadership theory and transformational leadership theory. It identifies strategic vision, participatory decision-making, resource mobilisation, staff development, innovation management, quality assurance and stakeholder engagement as important dimensions of strategic leadership. Quality of Business Education delivery is examined in terms of curriculum implementation, instructional effectiveness, and availability of learning resources, technological integration, assessment practices and students' learning outcomes. The paper proposes a correlational survey design for empirical investigation among academic staff and students of Business Education in selected Nigerian universities and colleges of education. It argues that strategic leadership can create institutional conditions conducive to effective teaching and learning, although leadership alone cannot resolve structural challenges such as inadequate funding and infrastructure. The paper recommends stronger institutional strategic planning, continuous professional development, technology-supported teaching, evidence-based quality assurance, improved stakeholder partnerships and greater participation of Business Education academics in institutional decision-making.

Keywords: *Strategic Leadership, Business Education, Quality Education Delivery, Tertiary Institutions, Quality Assurance.*

1. Introduction

The quality of higher education is closely connected to the capacity of educational institutions to respond effectively to changing social, technological and economic circumstances. Universities and colleges of education are no longer expected merely to transmit established knowledge. They are increasingly required to produce graduates who can think critically, use technology effectively, solve problems, communicate professionally and respond to changing labour-market requirements. Within this environment, Business Education occupies an important position

because of its relationship with commerce, management, entrepreneurship, accounting, office technology, information and communication technology and workplace competencies. The quality of Business Education therefore has implications beyond the classroom. It affects the capacity of graduates to function effectively in business organisations, educational institutions, government establishments and entrepreneurial environments.

Business Education occupies a strategic position in Nigeria's tertiary education system because of its contribution to human capital development, entrepreneurship, digital competence, employability, and national economic growth. Through programmes offered in universities and colleges of education, Business Education prepares students with competencies in accounting, office administration, marketing, business management, entrepreneurship, and information and communication technology. These competencies are increasingly important in an economy characterised by technological transformation, changing employment patterns, entrepreneurial opportunities, and the growing demand for a skilled and adaptable workforce. However, the extent to which Business Education achieves these objectives depends not only on curriculum content and lecturers' professional competence but also on the quality of institutional leadership, availability of resources, and effectiveness of programme management.

Strategic leadership has emerged as an important organisational concept for understanding how institutions establish priorities, allocate resources, respond to environmental changes, and sustain performance. Ireland and Hitt (2005) emphasised the importance of strategic leadership in achieving and maintaining organisational competitiveness, while Davies and Davies (2005) highlighted the relationship between strategic leadership and the development and implementation of institutional strategies. In tertiary education, these leadership responsibilities include setting academic priorities, promoting staff development, strengthening quality assurance, encouraging innovation, and aligning institutional programmes with changing societal and labour-market needs. Strategic leadership is therefore particularly relevant to Business Education, where the relevance of teaching and learning depends partly on the institution's capacity to respond to developments in business practices, digital technologies, and workplace expectations.

In Nigeria, universities and colleges of education face a range of challenges that may affect the quality of Business Education delivery, including inadequate instructional facilities, insufficient funding, limited access to current digital technologies, curriculum implementation difficulties, and gaps between classroom learning and industry requirements. These challenges require institutional leaders to move beyond routine administration towards proactive planning, effective communication, participatory decision-making, resource mobilisation, and continuous performance evaluation. Habeeb and Eyupoglu (2024), in their study of Nigerian state universities, examined the relationships among strategic planning, transformational leadership, and organisational performance, highlighting the relevance of strategic direction to higher education management. Nevertheless, the implications of strategic leadership for the specific teaching and learning processes of Business Education require further focused investigation.

The relationship between strategic leadership and Business Education delivery is important because universities and colleges of education perform related but distinct functions in preparing graduates for professional practice. Universities contribute to advanced academic knowledge, research, professional development, and innovation, while colleges of education have a particular responsibility for teacher preparation and pedagogical competence. These differences may influence the leadership priorities, instructional resources, staff development needs, and quality assurance mechanisms required for effective Business Education delivery in each institutional setting. A comparative examination of these institutions can therefore provide a more

comprehensive understanding of how strategic leadership practices influence programme quality across different tertiary education contexts.

Against this background, the present study examines strategic leadership and the quality of Business Education delivery in Nigerian universities and colleges of education. It focuses on strategic vision and planning, participatory decision-making, resource management, staff development, innovation and technology integration, and quality assurance as dimensions of strategic leadership that may influence instructional effectiveness and students' acquisition of relevant competencies. The study also considers institutional challenges and possible differences between universities and colleges of education. By investigating these relationships, the study seeks to contribute to the literature on educational leadership and provide evidence that may assist institutional administrators, policymakers, Business Education lecturers, and other stakeholders in improving programme quality, graduate employability, and entrepreneurial competence.

The challenge of quality education delivery, however, is not exclusively a question of curriculum content or the availability of qualified lecturers. Institutional leadership influences how resources are allocated, how academic staff are developed, how technology is adopted, how quality assurance is implemented and how institutional priorities are translated into practice.

The National Universities Commission (NUC) identifies quality university education and institutional development as central elements of its regulatory mandate. Its current quality-assurance framework includes accreditation, institutional quality assurance, monitoring and inspection, while its Academic Planning functions include guiding and monitoring the implementation of institutional strategic plans.

The situation is similarly important in Colleges of Education. The National Commission for Colleges of Education (NCCE) is responsible for setting minimum standards and accrediting teacher-education programmes, while its current accreditation framework assesses areas including curriculum organisation and implementation, infrastructure and learning resources, assessment and evaluation, leadership, management and organisation, and student support.

These regulatory arrangements demonstrate that educational quality and institutional management are interconnected. Consequently, the leadership of universities and colleges of education has an important role to play in creating the conditions under which effective Business Education can occur. The central concern of this paper is therefore to examine how strategic leadership contributes to the quality of Business Education delivery in Nigerian universities and colleges of education.

1.2. Statement of the Problem

Despite the expansion of tertiary education in Nigeria, concerns about the quality and relevance of education delivery remain significant. Business Education programmes operate within institutions that often face challenges relating to infrastructure, funding, staff development, instructional technology, student population growth and changing workplace requirements.

Business Education is particularly vulnerable to these challenges because many of its components require practical exposure and current technological resources. Accounting education, office technology, business communication, entrepreneurship and management education, for example, increasingly require access to contemporary digital tools and realistic workplace environments.

The problem is not necessarily the absence of policies and quality-assurance mechanisms. Rather, the challenge may lie in the capacity of institutional leadership to translate strategic intentions, regulatory standards and institutional plans into effective academic practice.

Where institutional leaders lack a clear strategic vision, decision-making may become reactive rather than anticipatory. Where resource allocation is not aligned with academic priorities, departments may struggle to provide adequate instructional materials and technological facilities. Similarly, where lecturers receive limited opportunities for professional development, curriculum implementation may not adequately reflect developments in contemporary business practice.
The NCCE's accreditation framework, for example, explicitly considers leadership, management and organisation alongside curriculum, infrastructure, learning resources, assessment and student support. NUC likewise monitors institutional management and governance as part of its inspection and quality-assurance responsibilities.

1.3. Objectives of the Study

The general objective of this study is to examine the relationship between strategic leadership and the quality of Business Education delivery in Nigerian universities and colleges of education.
Specifically, the study seeks to:

I. Determine the relationship between strategic vision and the quality of Business Education delivery;
II. examine the influence of participatory decision-making on Business Education delivery;
III. determine the relationship between strategic resource management and the quality of Business Education delivery;

1.4. Research Questions

The following research questions guide the study:

I. What relationship exists between strategic vision and the quality of Business Education delivery?
II. To what extent does participatory decision-making influence the quality of Business Education delivery?
III. What relationship exists between strategic resource management and the quality of Business Education delivery?

5. Research Hypotheses

The following null hypotheses may be tested at the 0.05 level of significance:
H_o1: Strategic vision has no significant relationship with the quality of Business Education delivery.
H_o2: Participatory decision-making has no significant influence on the quality of Business Education delivery.
H_o3: Strategic resource management has no significant relationship with the quality of Business Education delivery.

2.0. Conceptual Review

2.1 Concept of Strategic Leadership
Strategic leadership refers to the capacity of institutional leaders to establish direction, anticipate environmental changes, mobilise resources and align organisational activities with long-term objectives. Unlike leadership that focuses predominantly on day-to-day administration, strategic leadership emphasises the future direction of an organisation. It involves determining institutional priorities and creating systems through which those priorities can be implemented.

In higher education, strategic leadership may include:
Developing a clear institutional vision; Aligning resources with institutional priorities; Promoting innovation; Developing human resources; Managing institutional change; Strengthening stakeholder relationships; Monitoring performance; and Maintaining institutional quality.
Strategic leadership is therefore not simply the ability of a vice-chancellor, rector, provost, dean or head of department to administer an institution. It involves creating an organisational environment in which academic staff and students can work towards clearly defined educational outcomes. Strategic leadership has become an important area of scholarly investigation in Nigerian tertiary institutions because of the increasing demand for institutional effectiveness, academic excellence, innovation, and sustainable development. Nigerian universities, polytechnics, and colleges of education operate within an environment characterised by funding constraints, inadequate infrastructure, changing educational policies, technological advancement, and increasing stakeholder expectations. Habeeb and Eyupoglu (2024), in their study of 48 state universities in Nigeria, found that strategic planning positively influenced transformational leadership and organisational performance, highlighting the importance of aligning institutional objectives with effective leadership practices. Empirical literature further demonstrates the importance of leadership competencies in improving institutional performance and policy implementation. Palladan (2018) examined strategic leadership, organisational innovativeness, and information technology capability in public tertiary institutions in Nigeria, focusing on their contributions to effective strategy implementation. Similarly, Olowoyeye and Adegoke (2025), in a study of Afe Babalola University, reported that strategic agility and strategic communication had significant positive effects on organisational performance. These findings suggest that institutional leaders need to demonstrate forward-looking vision, effective communication, innovative thinking, participatory decision-making, and the ability to mobilise available resources to achieve institutional goals. Despite these contributions, further research is necessary to establish how strategic leadership practices influence specific academic programmes, particularly Business Education in Nigerian tertiary institutions. Existing studies have largely emphasised general institutional performance, strategic planning, and organisational effectiveness, leaving room for more focused investigation into leadership practices relating to curriculum implementation, lecturer professional development, instructional resource management, digital technology integration, and students' employability skills. This gap provides a justification for examining strategic leadership and the quality of Business Education delivery in Nigerian universities and colleges of education, with particular attention to how institutional leadership can strengthen teaching effectiveness, entrepreneurial competence, and graduate competitiveness.

2.2. Strategic Leadership in Nigerian Tertiary Institutions

Strategic leadership in Nigerian tertiary institutions operates within complex institutional, regulatory and socio-economic environments.Universities are subject to NUC standards and quality-assurance processes. NUC's accreditation framework emphasises compliance with approved Benchmark, Minimum Academic Standards and effective control of resources, while its inspection and monitoring functions include institutional management and governance.
National Universities Commission and National Council for Collages of Education
Similarly, the NCCE has statutory responsibilities for teacher education outside universities and polytechnics, including minimum standards, accreditation and guidelines for Colleges of Education. These regulatory responsibilities create a framework within which institutional leaders must operate. However, compliance with regulatory standards should not be confused with

strategic leadership. Compliance establishes minimum expectations; strategic leadership involves developing institutional capacities that can sustain continuous improvement.

Conceptual Literature on Strategic Leadership

Strategic leadership is conceptualised as the ability of organisational leaders to establish a long-term vision, formulate strategic objectives, mobilise resources, and guide their organisations towards sustainable performance in a changing environment. It involves the capacity to anticipate future challenges, interpret environmental trends, make informed decisions, encourage innovation, and align organisational activities with established goals. Unlike routine administrative leadership, which often focuses on day-to-day operations, strategic leadership emphasises long-term institutional direction, organisational adaptability, and the effective management of change. In tertiary institutions, strategic leadership encompasses the development of institutional policies, strategic planning, resource allocation, stakeholder engagement, and the creation of an enabling environment for academic excellence and institutional growth.

In the context of Nigerian tertiary institutions, strategic leadership refers to the leadership practices through which university administrators, rectors, provosts, deans, and heads of departments establish priorities and coordinate institutional resources to achieve educational objectives. These practices include strategic planning, effective communication, participatory decision-making, staff capacity development, performance monitoring, and the adoption of innovative technologies. Strategic leadership also requires leaders to respond to challenges such as inadequate funding, infrastructural deficiencies, curriculum obsolescence, and changing labour-market requirements. When effectively implemented, these practices can strengthen institutional accountability, improve staff commitment, enhance teaching and learning, and promote collaboration between tertiary institutions, industries, and other stakeholders.

Within Business Education, strategic leadership is particularly important because the discipline seeks to equip students with business knowledge, entrepreneurial competencies, digital skills, and employability capabilities relevant to contemporary economic realities. Strategic leadership involves ensuring that Business Education curricula remain responsive to technological developments and industry expectations, providing adequate instructional resources, supporting lecturers' professional development, and promoting practical learning experiences. It also requires institutional leaders to establish partnerships with businesses and encourage the integration of entrepreneurship, digital literacy, and workplace competencies into teaching and learning. Conceptually, therefore, strategic leadership can be understood as a critical institutional mechanism for improving the quality of Business Education delivery, strengthening graduate competitiveness, and promoting the sustainable development of tertiary education in Nigeria.

2.3. Dimensions of Strategic Leadership

Strategic Vision

A strategic leader establishes a clear picture of what an institution or academic programme should become over time. For Business Education, such a vision could include becoming a centre for digital business education, entrepreneurship, accounting innovation, office technology or industry-oriented teacher preparation. A clear vision provides direction for curriculum development, staffing, infrastructure and technology investment.

Participatory Decision-Making

Academic institutions are knowledge-based organisations. Their lecturers possess specialised expertise that can contribute significantly to institutional decision-making. Strategic leadership

should therefore create opportunities for academic staff to participate in decisions affecting curriculum, teaching, research, technology and student development.
Participation can improve institutional ownership and potentially reduce resistance to organisational change.

Strategic Resource Management
Resources are central to educational quality.
Strategic resource management involves ensuring that available financial, human, technological and physical resources are aligned with institutional priorities.
For Business Education, this could include investment in:
ICT laboratories; Accounting software; Business simulation platforms; Modern office equipment; Entrepreneurship centres; Digital libraries; Internet infrastructure;

Staff Development
The effectiveness of Business Education is substantially influenced by the competence and currency of academic staff.
Strategic leadership should therefore support:
Conferences; Professional training; Industry attachments; Postgraduate education; Research activities;
Technology training; and Curriculum-development workshops. Staff development becomes particularly important as business practices and technologies change rapidly.

Innovation and Technological Leadership
Contemporary Business Education cannot remain detached from technological transformation.
Strategic leaders should facilitate the adoption of: Learning management systems; Digital accounting platforms; Electronic commerce; Artificial intelligence tools; Virtual learning environments; Online assessment systems; and Digital communication technologies.
The objective should not be technology adoption for its own sake but the improvement of teaching, learning, assessment and student competencies.

Quality Assurance
Quality assurance involves systematic processes for monitoring whether educational activities meet established standards and objectives.
NUC explicitly promotes institutional cultures of quality assurance and internal quality-assurance mechanisms within Nigerian universities.
National Universities Commission
For Business Education, internal quality assurance can involve:
Periodic curriculum review; teaching evaluation, examination moderation; student feedback; graduate tracer studies; classroom observation; accreditation preparation; and monitoring of learning outcomes.

2.5 Concept of Quality Business Education Delivery
Quality Business Education delivery refers to the extent to which Business Education programmes effectively achieve their intended educational objectives.
Quality can be assessed through several dimensions.

Curriculum relevance
The curriculum should reflect current developments in business, technology, entrepreneurship and the workplace.
Teaching effectiveness
Lecturers should use appropriate teaching strategies that encourage understanding, application, critical thinking and practical competence.
Learning resources
Students should have reasonable access to relevant textbooks, digital resources, laboratories, software and other instructional materials.
Technology integration
Business Education delivery should incorporate appropriate contemporary technologies.
Assessment
Assessment should measure not only memorisation but also practical knowledge, problem-solving and application.
Learning outcomes
Ultimately, quality should be reflected in students' knowledge, skills, competencies and preparedness for further education, employment and entrepreneurship.

2.6. **Theoretical Framework**

10.1 **Strategic Leadership Theory**

Strategic leadership theory provides the principal theoretical foundation for this study.
The theory emphasises leadership behaviours associated with establishing organisational direction, exploiting core competencies, developing human capital, sustaining effective organisational culture and maintaining strategic controls. Applied to Business Education, the theory suggests that institutional leaders influence educational quality by determining priorities, mobilising resources and developing organisational capabilities.
Conceptual Literature on Strategic Leadership
Strategic leadership is conceptualised as the ability of organisational leaders to establish a clear vision, formulate long-term objectives, mobilise resources, and guide their organisations towards sustainable performance. According to Samimi et al. (2022), strategic leadership concerns how senior leaders influence organisational direction and outcomes through their attributes, decisions, and leadership functions. Similarly, Ireland and Hitt (2005) emphasised that effective strategic leadership enables organisations to respond to complex and changing environments while sustaining competitiveness. These perspectives suggest that strategic leadership extends beyond routine administration to include strategic thinking, environmental scanning, innovation, decision-making, and the alignment of organisational resources with long-term goals.
In educational institutions, strategic leadership involves the development, implementation, monitoring, and evaluation of strategies designed to improve institutional effectiveness and educational outcomes. Davies and Davies (2005) explained strategic leadership in terms of developing a strategic vision, translating strategies into action, influencing and developing staff, and balancing strategic priorities with operational responsibilities. In the Nigerian tertiary education context, Habeeb and Eyupoglu (2024) found that strategic planning positively influenced transformational leadership and organisational performance in their study involving staff from 48 state universities. This evidence highlights the importance of institutional planning, effective communication, staff development, and resource management in addressing challenges associated with funding, infrastructure, technology, and changing educational demands.

Within Business Education, strategic leadership is particularly relevant to improving curriculum implementation, instructional quality, lecturers' professional development, digital technology integration, and students' acquisition of entrepreneurial and employability skills. Institutional leaders are expected to align Business Education programmes with labour-market demands, promote industry partnerships, provide adequate instructional resources, and encourage innovative teaching and learning practices. Drawing on the educational leadership framework of Davies and Davies (2005) and the organisational perspective of Samimi et al. (2022), strategic leadership can be understood as an important mechanism through which tertiary institutions establish priorities, coordinate resources, and promote continuous improvement. Consequently, examining strategic leadership in Business Education provides a conceptual basis for understanding how leadership practices may influence the quality of programme delivery and graduates' preparedness for employment and entrepreneurship.

2.7 **Transformational Leadership Theory**

The study may also draw on transformational leadership theory developed from the work of Burns (1978) and extended by Bass (1985). Transformational leadership emphasises vision, inspiration, intellectual stimulation and individual consideration.

The theory is relevant because effective transformation in Business Education may require leaders who encourage academics to experiment with new teaching methods, integrate technology, undertake research and respond to changing educational needs.

2.8. **Conceptual Framework**

The proposed relationship can be represented as:

Strategic Leadership

→ Strategic Vision→ Participatory Decision-Making→ Resource Management→ Staff Development→ Innovation/Technology→ Quality Assurance

↓

Quality of Business Education Delivery

→ Curriculum Relevance→ Teaching Effectiveness→ Availability of Learning Resources→ Technology Integration→ Assessment Quality→ Student Learning Outcomes

The framework assumes that stronger strategic leadership practices are associated with improved conditions for effective Business Education delivery.

3.0. Methodology

Research Design

A correlational survey research design is proposed for the empirical component of the study.

The design is suitable because the study seeks to determine the relationships between dimensions of strategic leadership and the quality of Business Education delivery without manipulating the variables.

Population of the Study

The population should comprise academic staff and Business Education students in selected Nigerian universities and Colleges of Education. A comparative design involving both institutional categories would be particularly useful because universities and Colleges of Education operate within different regulatory and organisational environments.

Sample and Sampling Technique

A multistage sampling procedure may be adopted.

First, institutions can be selected to represent relevant ownership categories, such as federal, state and private institutions. Subsequently, Business Education departments or programmes can be selected, followed by proportionate sampling of academic staff and students.

The actual sample size should be determined from the verified population of the selected institutions rather than estimated retrospectively.

3.1 **Instrument for Data Collection**

Data were collected using a structured questionnaire titled:

Strategic Leadership and Quality Business Education Delivery Questionnaire (SLQBEDQ).

The instrument could consist of three major sections:

Section A: Respondents' demographic information.

Section B: Strategic leadership, covering:

Strategic vision; →Participatory decision-making; →Resource management; →Staff development; →Technological leadership; and Quality assurance.

Section C: Quality of Business Education delivery, covering:

Curriculum; →Teaching effectiveness; →Instructional resources; →Technology integration; →Assessment; and Learning outcomes.

A five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1) were used.

3.2. Validity and Reliability

The questionnaire was submitted to experts in Business Education, Educational Management and Measurement and Evaluation for content and face validation. A pilot study was subsequently conducted using respondents who are excluded from the main sample.

Cronbach's Alpha was used to determine the internal consistency of the instrument. A coefficient of approximately 0.70 or higher was considered acceptable, for the purpose and stage of the research.

3.3. Method of Data Analysis

Research questions was answered using mean and standard deviation.

Pearson Product Moment Correlation was used to examine relationships between strategic leadership dimensions and quality of Business Education delivery. Multiple regression analysis was used to determine the combined and individual contributions of strategic leadership variables.

A proposed regression model is:

$QBED = \beta_0 + \beta_1 SV + \beta_2 PD + \beta_3 SRM + \beta_4 SD + \beta_5 ITL + \beta_6 QA + \varepsilon$

Where:

QBED = Quality of Business Education Delivery

SV = Strategic Vision

PD = Participatory Decision-Making

SRM = Strategic Resource Management

SD = Staff Development

ITL = Innovation and Technological Leadership

QA = Quality Assurance

ε = Error term.

3.4. Expected Findings and Discussion

Because this manuscript does not contain primary field data, numerical results, significance levels and regression coefficients should not be fabricated. The following discussion therefore provides the analytical direction for the empirical study.

Strategic vision and quality delivery

A clear strategic vision is expected to be positively associated with quality Business Education delivery. Where institutional leaders establish clear academic priorities, departments may have stronger direction for curriculum development, staff development and resource allocation.

Participatory decision-making

Academic participation is expected to contribute to institutional effectiveness because lecturers possess specialised knowledge of teaching, curriculum and discipline-specific requirements. Business Education lecturers' involvement in curriculum planning, technology adoption and programme development may improve the alignment between institutional decisions and classroom realities.

Strategic resource management

Resource management is expected to have a strong relationship with quality delivery. Business Education requires instructional resources that reflect contemporary business environments.
NUC's quality-assurance framework explicitly connects quality education with compliance with academic standards and effective control of institutional resources.

National Universities Commission

Staff development

Continuous professional development is expected to contribute to teaching effectiveness. Business Education lecturers need opportunities to update their knowledge of emerging technologies, accounting systems, entrepreneurship, digital commerce and contemporary management practices.

Technological leadership

Technology-oriented leadership may be particularly relevant because Business Education is closely connected to workplace technologies. Institutional leaders who support digital learning infrastructure can create better conditions for technology-supported teaching.

Quality assurance

Quality assurance is expected to be associated with improved delivery because systematic monitoring can identify gaps in curriculum implementation, instructional resources and assessment. The NCCE's current accreditation framework illustrates this multidimensional approach: its programme assessment includes curriculum organisation and implementation, infrastructure and learning resources, and assessment and evaluation, while institutional accreditation includes leadership, management and organisation.

4.0. Discussion

The conceptual argument emerging from this study is that quality Business Education delivery should not be treated solely as the responsibility of individual lecturers.

The lecturer is central to classroom delivery, but the lecturer operates within an institutional environment created and managed by the institution's leadership. Decisions concerning staff recruitment, promotion, professional development, infrastructure, ICT, curriculum review, funding and quality assurance can either facilitate or constrain effective teaching.

This is particularly important in Business Education because the discipline is closely linked to a rapidly changing world of work. A programme that relies exclusively on outdated instructional approaches may produce graduates whose competencies do not adequately correspond with contemporary workplace requirements. Strategic leadership can help address this problem by establishing institutional mechanisms for continuous curriculum review and industry engagement.

There is also an important distinction between administrative leadership and strategic leadership. Administrative leadership may ensure that lectures are scheduled, examinations conducted and routine activities completed. Strategic leadership, by contrast, asks whether the institution is preparing students for the future and whether its resources, people, technologies and policies are aligned with that objective.

Consequently, strategic leadership should be understood as a continuous process of institutional adaptation rather than a one-time strategic-plan exercise.

4.0 Challenges and Institutional Differences in Nigerian Tertiary Institutions

4.1 Introduction

The quality of Business Education delivery in Nigerian tertiary institutions is influenced by leadership practices, institutional resources, staff competencies, technological infrastructure, and the effectiveness of quality assurance mechanisms. Universities and colleges of education operate within different institutional mandates, but both require strategic leadership to ensure curriculum relevance, effective teaching, practical skills development, and graduate preparedness for employment and entrepreneurship. This chapter presents quantitative illustrations of the challenges affecting Business Education delivery, compares the experiences of universities and colleges of education, and examines how strategic leadership practices may be associated with programme quality.

4.2 Table 4.1: Major Challenges Affecting Business Education Delivery

The following table illustrates how respondents might rate selected institutional challenges on a five-point Likert scale, where 1 = Not a challenge and 5 = Very serious challenge.

Institutional challenge	Universities mean	Colleges of Education	Overall mean
Inadequate funding	4.32	4.41	4.37
Outdated infrastructure infrastructure	4.18	4.35	4.27
Limited digital infrastructure	4.21	4.39	4.30
Inadequate staff development	3.87	4.08	3.98
Weak industry-institution partnership	3.96	4.12	4.04
Curriculum implementation	3.82	4.01	3.92

Weak monitoring and quality assurance	3.74	3.91	3.83

|Source: Quantitative illustration, prepared for this study.

Interpretation: The illustrative results suggest that inadequate funding, limited digital infrastructure, and outdated instructional facilities could constitute major barriers to quality Business Education delivery. The comparatively higher illustrative mean scores for colleges of education suggest that their resource constraints may be more pronounced in this scenario. Actual differences must be established through field data.

4.3 Figure 4.1: Relative Severity of Institutional Challenges

Inadequate funding	4.37
Limited digital infrastructure	4.30
Outdated instructional facilities	4.27
Inadequate staff development	3.98
Curriculum implementation	3.92
Quality assurance	3.82

Illustrative overall mean scores on a five-point scale

Scale: 1 = Not a challenge; 5 = Very serious challenge.

Discussion: Figure 4.1 illustrates a possible ranking of institutional challenges. If a similar pattern emerges from actual fieldwork, strategic leaders may need to prioritise funding, technology infrastructure, and teaching facilities before expanding other programme-improvement initiatives. However, resource investment should be guided by institutional needs assessments rather than mean scores alone.

4.4 Table 4.2: Comparison of Strategic Leadership Practices

This table illustrates possible differences between universities and colleges of education in leadership practices relevant to Business Education.

Strategic leadership practice	University mean	College of education mean
Strategic planning	3.81	3.56
Participatory decision making	3.68	3.56
Resource Management	3.68	3.49
Staff Professional development	3.42	3.25
Digital innovation	3.59	3.38
Quality assurance	3.77	3.61

Source: Quantitative illustration.

Interpretation: In this illustrative scenario, universities have higher mean scores across all six leadership dimensions. Digital innovation shows the largest difference, at 0.41 points, while quality assurance shows a smaller difference of 0.16 points. These figures demonstrate how institutional comparisons may be presented; they do not establish that Nigerian universities actually perform better than colleges of education.

4.5 Figure 4.2: Strategic Leadership and Quality of Business Education Delivery
The conceptual relationship can be represented as follows.

Strategic leadership practices	Vision and planning, participation, resource management, staff development. Digital innovation. Quality assurance
Institutional Enablers	Funding. Infrastructure .industry partnerships. Supportive policies
Quality of Business Deliveries	Teaching effectiveness. Curriculum relevance. Practical skills. Students learning. Graduate preparedness

Strategic Leadership Practices Source: Author's conceptual illustration.

The figure proposes that strategic leadership may improve programme quality by shaping how institutional resources and support systems are organised. The relationship may also be influenced by external conditions, including government funding, educational policy, labour-market developments, and institutional autonomy. The framework can guide the development of research questions, hypotheses, and statistical models.

4.6 Table 4.3: Quantitative Relationship between Leadership and Delivery Quality
Suppose a study collects composite scores for strategic leadership and quality of Business Education delivery from lecturers and administrators.

variable	mean	Standard deviation
Strategic leadership practices	3.65	0.68
Quality buss education delivery	3.58	0.71
Digital infrastructure adequacy	2.84	0.91
Staff development effectiveness	3.31	0.77

Source: Quantitative illustration.

The illustrative values suggest that respondents could report moderately positive assessments of strategic leadership and delivery quality while rating digital infrastructure adequacy comparatively lower. This pattern would justify investigating whether resource limitations weaken the relationship between leadership and delivery quality.

A correlation analysis could subsequently estimate the strength and direction of the relationship between strategic leadership and delivery quality. A regression model could examine whether leadership practices predict delivery quality after accounting for resource adequacy, staff development, and institutional type. No correlation coefficient, regression coefficient, or significance level should be reported until the underlying data have been analysed.

4.7 Table 4.4: Proposed Statistical Comparison between Universities and Colleges of Education

To establish whether institutional differences are statistically meaningful, an independent-samples t-test could be used when its assumptions are satisfied.

Research variables	universities	Colleges of education	test
Strategic leadership score	Mean and SD	Mean and SD	Independent samples t-test
Delivery quality score	Mean and SD	Mean and SD	Independent samples t-test
Digital infrastructure adequacy	Mean and SD	Mean and SD	Independent samples t-test
Staff development effectiveness	Mean and SD	Mean and SD	Independent samples t-test

Source: Proposed analytical framework; no statistical results are implied.

For each comparison, report the sample size, group means, standard deviations, mean difference, 95% confidence interval, test statistic, degrees of freedom, p-value, and effect size. If observations are clustered within institutions, the analysis should account for institutional clustering rather than treating all respondents as independent.

4.8 Table 4.5: Strategic Responses to Identified Institutional Challenges Identified challenges

Identified challange	Strategic leadership response	Suggested performance indicator
Inadequate funding	Priotise programme needs and diversify lawful funding sources	Proportion of priority needs funded
Outdated facilities	Develop phased equipment replacement and maintenance plans	Availability and functionality of teaching equipment
Limited digital infrastructure	Invest in internet access, software and digital learning platforms	Access to functional digital resources
Inadequate staff development	Introduce continuous professional development plan	Staff participation and demonstrated competency gains
Weak industry partnership	Establish employer advisory groups and practical placement	Active partnerships and students placement oppotunities
Curriculum implementation difficulties	Review course delivery against curriculum requirement	Completion of planned practical and theoretical content
Weak quality assurance	Introduce regular monitoring and evidence-based improvement	Completion of reviews and implementation of corrective actions

Source: Author's proposed strategic framework.

These strategies link the identification of institutional challenges to measurable management responses. Their effectiveness should be evaluated through baseline measurements, agreed targets, and periodic review rather than assuming that the adoption of a policy automatically improves programme quality.

4.9 Summary of Chapter Four

This chapter has illustrated how quantitative tables, figures, and statistical comparisons can be used to examine challenges affecting Business Education delivery and possible differences between Nigerian universities and colleges of education. The illustrations identify funding, digital infrastructure, instructional facilities, staff development, industry partnerships, and quality assurance as relevant dimensions for investigation. They also provide a framework for assessing the association between strategic leadership practices and delivery quality.

The central empirical question is whether strategic leadership practices are associated with measurable improvements in teaching effectiveness, curriculum relevance, practical competence, and graduate preparedness, and whether these relationships differ by institutional type. Answering that question requires reliable data from the institutions under investigation.

5.1 Conclusion

Strategic leadership represents an important dimension of quality management in Nigerian tertiary education. For Business Education, its significance is particularly pronounced because the discipline must respond continuously to technological, economic and workplace changes.

The quality of Business Education delivery depends on several interconnected factors, including curriculum relevance, lecturer competence, instructional resources, technology, assessment and student learning outcomes. Institutional leadership influences many of these factors through strategic vision, resource management, staff development, participatory governance, innovation and quality assurance. The NUC's quality-assurance framework places emphasis on academic standards, institutional quality assurance, strategic planning and institutional monitoring, while the NCCE's accreditation framework explicitly incorporates leadership and management alongside curriculum, infrastructure, assessment and student support.

National Universities Commission

Therefore, improving Business Education requires an institutional approach rather than relying exclusively on individual lecturers. Strategic leadership should connect institutional vision with practical investment in people, infrastructure, technology, curriculum and quality assurance.

5.2. Recommendations

Based on the analysis, the study recommends that:

University and College of Education management should develop clear strategic plans for Business Education programmes with measurable academic and student-learning outcomes.

Academic staff should be involved in institutional decision-making, particularly decisions concerning curriculum, instructional resources, technology and professional development.

Institutions should strengthen funding for Business Education infrastructure, including ICT laboratories, digital resources, accounting software, entrepreneurship facilities and modern office-technology equipment. Continuous professional development should be institutionalised for Business Education lecturers, with emphasis on digital technologies, artificial intelligence, entrepreneurship, accounting technologies and contemporary pedagogical approaches.

Internal quality-assurance mechanisms should be strengthened so that quality improvement becomes a continuous institutional process rather than an activity associated primarily with external accreditation. Universities and Colleges of Education should strengthen partnerships with industry, enabling Business Education students and lecturers to gain exposure to contemporary workplace practices.

Business Education curricula should undergo periodic evidence-based review to ensure that graduates acquire competencies relevant to contemporary employment and entrepreneurial environments. Institutional leaders should promote innovation and evidence-based management, using student feedback, graduate outcomes, staff performance indicators and programme reviews to guide decisions.

IJSSMR

References

Bass, B. M. (1985). Leadership and performance beyond expectations. Free Press.

Burns, J. M. (1978). Leadership. Harper & Row.

Davies, B., & Davies, B. J. (2005). Strategic leadership reconsidered. Leadership and Policy in Schools, 4(3), 241–260. [https\://doi.org/10.1080/15700760500244790](https://doi.org/10.1080/15700760500244790)

Federal Republic of Nigeria. (2013). National policy on education (6th ed.). Nigerian Educational Research and Development Council.

Habeeb, Y. O., & Eyupoglu, S. Z. (2024). Strategic planning, transformational leadership and organization performance: Driving forces for sustainability in higher education in Nigeria. Sustainability, 16(11), Article 4348. [https\://doi.org/10.3390/su16114348](https://doi.org/10.3390/su16114348)

Ireland, R. D., & Hitt, M. A. (2005). Achieving and maintaining strategic competitiveness in the 21st century: The role of strategic leadership. Academy of Management Executive, 19(4), 63–77. [https\://doi.org/10.5465/ame.2005.19417908](https://doi.org/10.5465/ame.2005.19417908)

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership & Management, 40(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077

National Commission for Colleges of Education. (2023). Functions of the National Commission for Colleges of Education. NCCE.

Northouse, P. G. (2022). Leadership: Theory and practice (9th ed.). SAGE Publications

Olowoyeye, A. S., & Adegoke, O. O. (2025). Analysis of the impact of strategic leadership on organisational performance: A study of Afe Babalola University, Ado-Ekiti. African Journal of Stability and Development, 17(2), 1412–1432. [https\://doi.org/10.53982/ajsd.2025.1702.32-j](https://doi.org/10.53982/ajsd.2025.1702.32-j)

Palladan, A. A. (2018). Toward effective strategy implementation: The role of strategic leadership, organizational innovativeness and information technology capability. Empirical evidence. Austin Journal of Business Administration and Management, 2(3), Article 1032. [https\://austinpublishinggroup.com/business-administration-and-management/fulltext/ajbam-v2-id1032.php](https://austinpublishinggroup.com/business-administration-and-management/fulltext/ajbam-v2-id1032.php)

Samimi, M., Cortes, A. F., Anderson, M. H., & Herrmann, P. (2022). What is strategic leadership? Developing a framework for future research. The Leadership Quarterly, 33(3), Article 101353. [https\://doi.org/10.1016/j.leaqua.2019.101353](https://doi.org/10.1016/j.leaqua.2019.101353)

Yukl, G. (2013). Leadership in organizations (8th ed.). Pearson

.