


# Chapter 10


## Disruptive Maturity Through the Incorporation of Strategic Innovation in Ethiopian Higher Education

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### **ABSTRACT**

*The links between the predictor variables—Strategic Alignment, Human Capital, Customer Focus, Technological Capabilities, and Institutional Revitalization in Ethiopia—are examined in this regression study. The direction and intensity of these associations are shown by the standardized regression weights. The results demonstrate that while human capital in Ethiopia has a somewhat favorable association with institutional revitalization, technological capabilities and customer focus have a large beneficial impact. On the other hand, it seems that institutional revitalization and strategic alignment in Ethiopia have little in common. These results have consequences for how managers make decisions about how to allocate resources for technology capabilities, customer-centric initiatives, and human capital development. Institutions in Ethiopia should also make investments in people management, evaluate strategy alignment, and keep an eye on renewal. Further investigation into other aspects, longitudinal investigations, and comparative analysis are among the avenues for future study.*

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## INTRODUCTION

Ethiopian higher education system's capacity for strategic innovation is directly related to its health and long-term viability (Kant et al., 2025; Alhakimi & Mahmoud, 2020). Educational institutions in Ethiopia must be able to change and adapt to meet the changing needs and demands of learners, businesses, and society at large in a world that is becoming more competitive and changing quickly (Celikyay et al., 2022). In order for colleges and universities establishments to remain influential and relevant, they must create innovative academic programs, delivery strategies, research projects, and institutional structures (Kamandi et al., 2021). Higher education in Ethiopia can better position itself to draw and keep top talent, adapt to changing labor market demands, use novel teaching methods and technologies, optimize educational outcomes and the student experience, and diversify revenue sources to maintain its fiscal viability by adopting an innovative culture (Maruta et al., 2017). In the end, strategic innovation ensures that the system of higher education continues to be a crucial driver of economic growth, knowledge production, and social mobility (Lumpkin & Pidduck, 2021).

Universities in Ethiopia have to deal with a number of important strategic innovation challenges. Development of curricula and programs is essential (Karabulut, 2015), as educational institutions have to keep reviewing and updating their offerings to meet the changing demands of both employers and students (Srivastava et al., 2001). Particularly in the aftermath of the COVID-19 pandemic, delivery model innovation—such as the introduction of on the internet, mixed, which and adaptable educational modalities—has gained substantial importance (Wakjira, 2023b). In higher education, integrating cutting-edge technology like learning analytics and artificial intelligence can improve education, investigation, and management responsibilities (Adula et al., 2025; Siam et al., 2022; Kithinji & Misuko, 2022; Nduati, 2019).

Incorporating strategic innovation throughout courses can help Ethiopia's higher education system attain disruptive maturity. For example, the university in Addis Ababa has worked with industry leaders to provide hands-on projects that allow students to apply academic knowledge in real-world scenarios (Lisdiono et al., 2022). Similarly, Bahir Dar University prioritizes outreach to the community, allowing students to address local issues via service-learning projects (Karaev, 2023). These examples demonstrate how integrating theory and practice increases critical thinking, employability, especially entrepreneurial abilities. Ethiopian universities can create an additional dynamic and responsive learning ecosystem by staying innovative and engage with other sectors (Yousaf et al., 2021).

In the rapidly evolving world of higher education, technology skills have emerged up a crucial engine of innovation, notably in Ethiopian institutions (Chege & Kinyua, 2023). The epidemic boosted the widespread use of digital technologies, emphasizing the importance of strong technology infrastructure. To improve teaching and learning experiences, institutions should prioritize investments in modern technology like educational administration systems and interactive platforms (Salisu & Abu Bakar, 2020). Universities can create more interesting and successful educational environments by providing professors and students with the resources they need. Also, incorporating technology throughout the curriculum is critical for encouraging creativity. This involves using online materials, virtual exercises, and collaborative technologies to encourage active learning (Kithinji & Misuko, 2022).

These technological improvements not only increase accessibility to data, however they also educate students for a digital workforce by matching their talents to business expectations (Joneidi Jafari & NiliPourTabataba'i, 2017). While institutional leadership and culture play important roles in innovation, the critical requirement for improved technology capabilities cannot be emphasized. Universities are

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