

Administrative Empowerment as a Means to Implement the Blue Ocean Strategy in Jordanian Private Universities in Light of the Corona Pandemic

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Abstract: This study research the impact of administrative empowerment (delegation authority, teams work, motivation, communication, and training) as a means of implementing the blue ocean strategy from viewpoint of Faculty members in Jordanian private universities in light of the new circumstances resulting from the Corona pandemic that imposed online education in higher education institutions.

A questionnaire was designed and distributed in a random sample method to a sample of faculty members in Jordanian private universities, and multiple regressions were used to test the study hypotheses. The most prominent results of the study are: the statistically significant effect of administrative empowerment measured by delegation authority, teams work, motivation, communication, and training as a means to implement the blue ocean strategy in light of the Corona pandemic and online education in Jordanian private universities. The study recommended that the universities must expand the blue ocean in which they are sailing by constantly and permanently following technological developments, mastering diverse language skills, and owning sustainable resources that are difficult to imitate easily by competitors and within short periods.

Keywords: Administrative Empowerment, Blue Ocean Strategy, Jordanian Private Universities, Jordan.

JEL Classification: M10, M41, L25, G32.

1. INTRODUCTION

The stages of modern administrative intellectual development focused on human resources as an important strategic resource to achieve effectiveness and efficiency in the performance of work through highly qualified human resources of expertise and skills. Especially in higher education institutions, whose success and superiority depend on the availability of qualified human resources, and their involvement in making decisions due to their distinguished experience and qualifications?

Therefore, the administrations headed towards empowering employees and distributing the right to participation among the various administrative levels, to face contemporary global changes and challenges, especially in light of the Corona pandemic and the spread of distance education in all educational stages, whether it was in the early educational stages or the university education stage.

In the era of globalization and the transition of the world from the industrial age to the information age, so that intangible assets such as knowledge, quality, trust, administrative empowerment, and others play a key role in the success and survival of organizations (Ocak & Findik, 2019).

Administrative empowerment revolves around giving workers greater authority, freedom in the job, and the right to participate and express an opinion (Bowen & Lawler III, 2006). The dean in the college is considered the educational leader and responsible for organizing the work in his college, as he works to enable all faculty members to express their opinions freely, empower them with the necessary knowledge, distribute training activities according to their abilities and readiness to achieve scientific and professional growth, and to provide confidence between them and their colleagues and the administration, in addition to giving them more responsibility to do their work because the faculty member who directly contacts his students is closer than the dean to understand the students' issues and their cognitive and educational needs.

From the beginning of its establishment, private universities in Jordan are keen to achieve their vision of achieving leadership in education, scientific research, community service, and following up on recent technological developments.

(Zakaria et al., 2017) Considered that it is rare for the organization to possess competitive capabilities at all levels and in all fields compared to other competitors, given the limited resources of the university on the one hand, and the importance of building competitive capabilities, which is a key to the success of the university and achieving a competitive advantage in its performance, survival, and continuity. It is necessary to develop a set of strategies that are concerned with modern methods, including the blue ocean strategy in

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general. To keep pace with the competitive environment at the local, regional and global levels, this is characterized by intense competition and many competitors. Therefore, entrepreneurial business organizations, including universities, will find themselves forced to face this serious competition, which forced them to do what is necessary to maintain their presence in the market in front of competitors.

Therefore, universities sought to adopt a strategy that would help them to survive, continuity, and achieve their vision, including the Blue Ocean strategy. The Blue Ocean strategy was considered a development of the concept of strategic management in the evolving and changing business world. Therefore, new specializations were searched for, characterized by the possibility of achieving profitable and attractive returns by highlighting markets that need new specializations and try to develop and modernize these specializations before competitors reach them (Taleb, Alaa, and Al-Banna, 2012).

It was necessary to innovate strategic methods that would protect the organization from the competitive force in light of the new developments and surrounding conditions in the Corona pandemic, the limited resources of the organization, the dominance of distance education, the ease of transferring educational information, and services from one country to another and witnessing of the global market in our time of frantic competition between various educational organizations to gain a larger market share, to achieve the strong economic return of these organizations and to preserve their survival and continuity.

The goal of maintaining outstanding performance became very important, which resulted in the search for a new strategy, therefore, the blue ocean strategy became an integrated strategy for the development of business organizations, as it reduces disputes and limits the strength and abundance of competition (Alswied, Mohammed, Alqarni, 2020). In addition to that, it supports innovation, renewal, and modernization (Malhotra & Seth, 2014). Thus, it seeks to find the means to achieve this, one of these means is administrative empowerment by establishing a spirit of responsibility and pride among the workforce and leaders in various administrative positions, enabling them to exercise full authority and assume professional responsibility to face challenges and developments (Marwan, Abdeldayem, & Horiya, 2020).

In light of the need of private universities for a vision to help them understand the relationship between administrative empowerment and the blue ocean strategy, this study came to answer the following main question: What is the effect of administrative empowerment for faculty members in its dimensions (delegation of authority, teamwork, motivation, communication, and training) as a means to implement the blue ocean strategy in Jordanian private universities?

The importance of the study lies in the fact that it deals with one of the modern administrative concepts in university organizations that seek to adopt strategies concerned with human resources to enhance performance and added value through the relationship between the blue ocean strategy and administrative empowerment.

In addition to the researcher's experience in the academic field, in order to show the need for university organizations

to adopt a modern strategy to manage their business in light of the dominance of severe competition between higher education institutions in the private sector and its implications for improving higher education outcomes, which in turn works to meet the requirements of economic and social development plans, especially in light of the recent conditions and developments imposed by the Corona pandemic on the whole world.

It is expected that the results of the current study will help senior administrations and responsible authorities in private universities to identify the importance of administrative empowerment of human resources and its impact on the application of the blue ocean strategy, which in turn contributes to achieving competitive advantage at work, and extracting the latent energies of workers in the private education sector, which is reflected to achieve the public benefit of the university, progress and competition in the administrative field, as well as better perform its duties and services towards society.

In addition to identifying the level of administrative empowerment among faculty members in private Jordanian universities in an attempt to reach the most important means to overcome the obstacles of empowerment in these educational organizations.

This study is considered one of the new studies that examine the impact of administrative empowerment as a means to implement the Blue Ocean strategy, which focuses on the human resource as an important strategic resource that has a leading role in achieving the vision and tasks of private universities in various educational, research and community service fields. With the aim that this research, after reaching its results, constitutes an integrated building block for the application of the concepts of the blue ocean strategy in Jordanian private universities because of its expected benefits and value in higher education in particular and its repercussions on the development and progress of nations. In education, civilizations prevail, advance, and develop.

Finally, this study constitutes a starting point for new studies in other sectors, given the theoretical literature and recent relevant previous studies it provides.

2. THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

The word "Empowerment" is derived from the word "Power" which means setting goals and allowing faculty members to participate in decision-making (Bowen & Lawler III, 2006). Administrative empowerment focuses on training, which increases work motivation and provides faculty members with the necessary skills to issue judgments and taking decisions about challenges facing them through implementing their duties.

(Asiri & Sharqi, 2020) believes that administrative empowerment is related to increasing the motivation of workers at work by delegating authority to all levels in the organization, including the lower levels.

(Al-Shahrani, Awad, 2009) defined administrative empowerment as delegating powers to employees, refining their expertise and skills, and developing their knowledge and

abilities to participate in decision-making, facing problems, and improving performance.

(Kim & Mauborgne, 2015) defines the blue ocean strategy as industries that are not available in the markets, and it deals with the unknown market space that has not yet been discovered, the competitors have not reached to it and the competition game has not yet been established.

The principles of formulating the Blue Ocean strategy lie through rebuilding the competitive environment boundaries in an integrated manner and by arranging strategic priorities correctly and in a way that helps the organization achieve its goals, this is done by overcoming organizational obstacles and building a vision for the implementation of the strategy (Shafiq et al., 2017).

Universities distinguish by creating “blue oceans” in areas that are free of conflict, in addition to being prepared for growth and innovation. If universities want to make a radical shift in their strategy, they must shift from the elements that competitors focus on to the alternative elements that they do not know, in order to be able to achieve innovative value at a lower cost (Becker, 2008).

The blue ocean strategy is a new strategy that seeks renewal and change by finding a new competitive point that depends on creating a value that is almost absent from competitors, through the use of its four dimensions (innovation, increase, reduction, Elimination) in determining the internal and external factors that distinguish the organization's competitiveness. By sailing to the blue oceans that have not yet been discovered and did not enter the environment of ruthless competition, it is an option for universities to go away from the bloody competition crowded with competitors that are found in the red oceans (Loh et al., 2019)

The study of (Fauziah Abu Hasan et al., 2017), which was applied in Malaysia to the University of Terengganu, showed that the reliance of private universities on the blue ocean strategy led to an improvement in their performance and efficiency and a higher appreciation among East Asian countries, by moving the university away from the bloody competition crowded with competitors and searching for means that create value for the university.

The study (Al-Jarjari, 2018) aimed to determine the role of leadership through the Blue Ocean strategy in achieving leadership for some public and private universities in Kurdistan, and the study found a link and a significant effect to the leadership of the Blue Ocean strategy and the university's entrepreneurial and continuity.

The study (Al-Badrany, 2017) showed that there is a significant correlation between the blue ocean strategy and the achievement of competitive excellence in Zain Telecom Company in Mosul, Iraq. The study (Balali, 2018) showed that the blue ocean strategy is an alternative to previous models, including the SWOT strategy, this strategy is based on the idea of avoiding competition by entering the blue oceans in new fields.

The study (Braganca, 2016) showed the importance of implementing the blue ocean strategy in the higher education sector in the western world and concluded that the blue ocean strategy can be applied in the higher education sector

by adopting the social responsibility approach of universities with the companies sector, which in turn enhances the cooperative value shared with the local community, and helps in perceiving the labor market needs of graduates before they graduate from the university.

A study (Herlinah et al., 2013), which aimed to identify the possibility of applying the blue ocean strategy at Makarsar University in Indonesia as a case study, and concluded that for the university to achieve its goals, it is necessary to go to possible alternatives such as transformation from current students at the university to graduates by providing services that are needed to improve their skills according to the market requirements. Also, increasing the cooperation with public and private sectors in research and development projects.

The study (Agnihotri, 2016) showed that the blue ocean strategy has been proven successful in many organizations that work in the technology and innovation environment, and the study concluded that organizations must change their traditional practice with competitors and adopt the blue ocean strategy, which leads to avoiding the bloody competition between organizations.

The study (Roozitalab & Majidi, 2017) showed that many factors affect job empowerment in SAIPA in Iran, these factors include organizational support, transformational leadership, and delegation of authority.

(Muhammadiyah, 2016) showed that there is a significant effect of administrative empowerment with its various dimensions (delegation of authority, motivation and participation in decision-making, teamwork, and work environment) on the creative behavior of the employees of the Jordan Tourism Promotion Authority, and the study recommended raising the level of delegation of authority to employees to improve their creative behavior.

The study (Busara, 2016) showed that there is an impact of job empowerment on the performance of employees in the Government Procurement Agency in Tanzania. In addition, training employees, providing them with new skills, giving them sufficient authorization and the freedom to broadcast their ideas, all led to achieving performance that exceeded the expectations of leaders.

A study (T. Shah et al., 2014) found that knowledge of technology, adequacy of resources, and motivations are among the factors that affect the empowerment of school leaders in the United States of America.

In a study conducted by (Orgambidez-Ramos & Borrego-Alés, 2014) on faculty members in Spanish public universities, it was found that faculty members who have a high degree of administrative empowerment, especially about the availability of opportunities, information, and resources, have a high level of job satisfaction, effectiveness, and creativity.

A study (Ali, El-Sayed, El-Shazly, Mona, Abdulrahman, 2018) which examined the effect of empowerment and organizational commitment among nurses working in Mina Hospital in the Arab Republic of Egypt, concluded that there is an effect of empowerment on organizational commitment.

In the study (Sheht, 2016) which was applied in Algeria to a public hospital, the study found that there is an effect of em-

powerment to the dimension of communication and information on organizational commitment, while there is no effect of the delegation of authority, training, and motivation on organizational commitment.

(Zuraiqt, Wael, 2015) which researched the effect of employee empowerment on organizational loyalty in commercial banks in Lebanon. The results of the study found that there is a significant effect of employee empowerment in all its dimensions on organizational loyalty.

The study (Al-Otaibi, 2015) showed that administrative empowerment in all its dimensions (delegating authority, work teams, training, effective communication, and motivation) has a positive impact on the organizational commitment of workers in government ministries in the Kingdom of Saudi Arabia.

In the study conducted by (Yang et al., 2013) on nurses working in Chinese hospitalizations, the study aimed to show the effect of administrative empowerment on the environment of work practice and organizational commitment. The study concluded that there is a significant effect of administrative empowerment in all its dimensions on the organizational commitment of workers.

After reviewing previous studies related to the blue ocean strategy and administrative empowerment, this study came to test the following hypotheses:

HO₁: There is an effect of administrative empowerment in implementing the blue ocean strategy in Jordanian private universities at a significant level ($\alpha \leq 0.05$).

The following sub-hypotheses are derived from the main hypothesis related to each perspective of administrative empowerment:

HO₂: There is a significant effect for delegation authority, teams work, motivation, communication, and training on implementing the blue ocean strategy at a significant level ($\alpha \leq 0.05$).

3. RESEARCH METHODOLOGY

According to the nature of the study, and the information required to achieve its objectives, the study relied on the descriptive survey method; relevant to the subject of the study. In this part, the study's methodology, population, sample, and study instrument will be presented, in addition to the appropriate statistical methods for data processing and analysis.

3.1. Study Population and Sample

The study population consisted of 16 Jordanian private universities, and the number of faculty members reached 2893, according to the statistics available at the Ministry of Higher Education for the year (2018-2019) (*Ministry of Higher Education and Scientific Research, The Hashemite Kingdom of Jordan, 2021*)

According to the table (Krejcie & Morgan, 1970), the appropriate study sample amounted to (341) faculty members. By e-mail, (400) questionnaires were distributed to faculty members, who were selected by a simple random method. (357) were recovered from them and (345) were subjected to

statistical analysis. (12) Questionnaires were excluded due to their unsuitability for statistical analysis.

3.2. Study Instrument

The study relied on a questionnaire to obtain study data and test its hypotheses. It consisted of two parts:

- Demographic variables: they included general information represented by the college to which faculty members belong, age, job title, and the number of experience years.
- The fields of study, which included (36) items related to administrative empowerment, distributed on the perspectives of administrative empowerment, by: ((8) delegate authority, (7) team's work, (7) motivation, (6) communication and (8) training). And (33) items related to the blue ocean strategy, distributed over the perspectives of the blue ocean strategy, with: ((9) innovation, (11) increase, (7) reduction, (6) elimination).

To determine the degree of agreement of the study sample members on each item of the study instrument, the Likert Scale was used, according to the relative weights from (5-1), so that (5) represented the strong agreement, (4) agreed, (3) agreed with a moderate degree, (2) disagreed and (1) strongly disagree.

3.3. Statistical Methods

The study relied on Statistical Package for Social Sciences (SPSS) to analyze the collected data. To identify the demographic characteristics of the study sample, the frequency of distribution relied on it, and Cronbach's alpha test to verify the internal consistency of the study sample answers.

To compare the arithmetic means of the answers the (One-Sample t-test) was used at the level of significance ($\text{Sig} \leq 5\%$), since the study scale for trends was five points the arithmetic mean (test average) was (3).

Variance Inflation Factor-(VIF) was used to test whether the independent variables are free from Multi-Collinearity. The (Durbin-Watson) test was used to test the data is free from the problem of Auto-correlation between the limits of the random error in the regression model.

The multiple regression was used to test the hypotheses of the study, the study model was formulated to test the effect of administrative empowerment on the blue ocean strategy, which was as follows:

$$BS = \beta_0 + \beta_1 * DA + \beta_2 * TW + \beta_3 * M + \beta_4 * C + \beta_5 * TR + \varepsilon$$

Which:

BS = Blue Ocean Strategy

DA= Delegation of Authority

TW = Teamwork

M = Motivation

C = Communication

TR = Training

β_0 = constant

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ = The coefficients of the independent variables.

ε = Estimated error.

4. STATISTICAL ANALYSIS

To analyse the answers of the study sample, and to ensure the appropriateness of the study data for statistical analysis, the internal consistency coefficient (Cronbach Alpha) was used and it was as follows:

Table 1. Reliability of the questionnaire items.

variables	# of Items	Cronbach Alpha
Administrative Empowerment		
Delegation of Authority	8	0.85
Teamwork	7	0.90
Motivation	7	0.87
Communication	6	0.84
Training	8	0.805
whole Instrument to administrative empowerment	36	0.861
Blue Ocean Strategy		
Innovation	9	0.83
Increase	11	0.87
Reduction	7	0.85
Eliminated	6	0.81
whole Instrument blue ocean strategy	33	0.833

Referring to Table (1), the reliability coefficient for all questionnaire items related to administrative empowerment was (0.861), while the reliability coefficient for all questionnaire items associated with the blue ocean strategy was (0.833), both of which are high and indicate the stability and consistency of the answers study sample, and this result confirms the high coefficient of reliability in each of the perspectives of the questionnaire, in which all were high and statistically acceptable values. As the study of (Sekaran & Bougie, 2016) indicated that the acceptance rate of the statistically acceptable Cronbach's reliability coefficient is (Alpha \geq 0.60).

After calculating the distribution frequency and the percentages for the frequencies associated with the demographic characteristics of facilities members of the sample, it was noted that the study sample members belong to different scientific and literary disciplines, where the questionnaire was distributed to all colleges in private universities and the highest percentage of answers was concentrated in Business College, at a rate of 32%, and the age of the majority of the study sample was concentrated between (45-55) and at a rate of 54%, they are mature ages, especially since the faculty members spend long periods of study.

As for the job title, it was found that the highest frequency was for the rank of associate professor, at a rate of (68%), regarding the number of years of practical experience, it was found that (81%) of the study sample members had more than (10) years of experience. Thus, it can be inferred from the demographic characteristics of the study sample that they have sufficient experience and scientific and practical knowledge that qualifies them to answer the items of the questionnaire.

One of the conditions for the validity of the General Linear Model (GLM) is that the data values follow a normal distribution, and based on the Central Limit Theory, which states that it is possible to assume that the condition of a normal distribution is fulfilled for large samples ($n > 30$), we can assume a normal distribution of data since the number of observations in the study amounted to (345) individuals (Dinov et al., 2008).

To verify the absence of an overlapping correlation between the Multi-Collinearity where the value of (Variable inflation factor (VIF) was less than (5) for each of the independent variables in the study, as shown in table (4) below.

It was found that the data was free from the problem of self-correlation between the limits of random error in the regression model, where the (Durbin-Watson) test showed that the value of the DW test located between zero and (4) and approached the value (2) of the main study hypothesis, which indicates the study data don't have autocorrelation problem, as shown in table (4) below.

The Ordinary Least Squares (OLS) method was used to adopt the fixed effect or the random effect to test the study model, and the Hausman test was conducted to choose the most appropriate effect for them. It became clear that the significant value of the Hausman test is chi-squared (χ^2) for the study model was greater than 5%, and therefore the random effect of the regression model is the most suitable for testing the hypotheses of the study.

4.1. Statistical Results of One-Sample T-Test

To identify the implementation of administrative empowerment with all of it is perspectives (delegation of authority, teamwork, motivation, communication, and training) the One-Sample T-Test was used, and the results of this test were as follows:

Table 2. One-Sample T-Test Analysis to the Administrative Empowerment Perspectives.

Items	Mean	Std Deviation	T - Value	Sig
The arithmetic mean of the total items related to the elements of delegation of authority	3.54	0.77	12.98	0.000
The arithmetic mean of the total items related to the elements of teamwork	3.77	0.53	26.62	0.000
The arithmetic mean of the total items related to the elements of motivation	3.61	0.74	15.23	0.000

The arithmetic mean of the total items related to the elements of communication	4.04	0.58	33.16	0.000
The arithmetic mean of the total items related to the elements of training	3.93	0.49	34.77	0.000
The arithmetic mean of the total items related to the elements of administrative empowerment	3.70	0.53	24.6	0.000

Source: Result Output from SPSS Statics Analysis

Referring to Table (2), all the questionnaire perspectives related to administrative empowerment obtained arithmetic mean that exceed the test value of (3), with a statistically significant (0.000). Also, the arithmetic mean of the total items related to all perspectives of administrative empowerment was (3.7) with statistical significance (0.000), which is considered an indicator of implementing administrator empowerment in all their perspectives from the viewpoint of the faculty members of Jordanian private universities.

To identify the implementation of the blue ocean strategy, with all of it is perspectives (Innovation, Increase, Reduction, and Eliminated) the One-Sample T-Test was used, and the results of this test were as follows:

Table 3. One-Sample T-Test Analysis to The Blue Ocean Strategy Perspectives.

Items	Mean	Std Deviation	T - Value	Sig
The arithmetic mean of the total items related to the elements of innovation	3.60	0.69	15.72	0.000
The arithmetic mean of the total items related to the elements of increase	3.74	0.65	20.98	0.000
The arithmetic mean of the total items related to the elements of reduction	3.78	0.68	21.48	0.000
The arithmetic mean of the total items related to the elements of eliminated	3.49	0.48	18.88	0.000
The arithmetic mean of the total items related to the elements of the blue ocean strategy	3.66	0.55	22.2	0.000

Source: Result Output from SPSS Statics Analysis

Referring to Table (2), all the questionnaire items related to the blue ocean strategy obtained arithmetic mean that exceed the test value of (3), and with a statistically significant (0.00), where the arithmetic mean of the blue ocean strategy in all its perspectives was (3.66), with statistical significance (0.00), which is an indication of the Jordanian private universities efforts to implement the blue ocean strategy.

4.2. Test the Study Hypotheses

To test the study model related to the effect of administrative empowerment by its perspectives on the implementation of the blue ocean strategy, it relied on the multiple regression analysis, the results of the analysis shown in Table (4) as follows:

Table 4. Multiple Regression analysis to the effect of administrative empowerment perspectives on blue ocean strategy

Method Random Effect				
BS = β ₀ + β ₁ *DA+ β ₂ * TW+ β ₃ *M+ β ₄ * C+ β ₅ * TR +ε				
administrative empowerment	B	T. Test	Sig	VIF
Constant	-1.48	-3.94	0.000	
Delegation of Authority	0.348	49.33	0.000	1.295
Teamwork	0.359	10.76	0.000	3.135
Motivation	0.287	13.24	0.000	4.642
Communication	0.294	34.65	0.000	2.027
Training	0.469	30.84	0.000	3.144
R ²	%87.7	Adjusted R ²	87.6%	
F. Test	284	Probability (F)	0.000	
D.W test	2.39			

*Dependent Variables: Blue Ocean Strategy

Source: Result Output from SPSS Statics Analysis

Referring to Table (4) shows the results of the multiple regression analysis to test the effect of administrative empowerment by its perspectives (delegation of authority, teams work, motivation, communication, and training) on the implementation of the blue ocean strategy. The calculated value of (F) model was (284) with Sig value (F) of (0.000), which is less than the significance level ($\alpha \leq 0.05$), indicates the relevance of the study model and its ability to explain the variance surrounding the implementation of the blue ocean strategy.

It was found from Table (4) that the value of the Adjusted R² was (R² = 0.876), which means that administration empowerment explained a rate of 87.6% of the variation in the implementation of the Blue Ocean strategy, this proves the acceptance of the alternative hypothesis that states: “there is an effect of administrative empowerment in implementing the blue ocean strategy in Jordanian private universities at a significant level ($\alpha \leq 0.05$)”.

It was found from Table (4) that the highest effect was for the training variable where the value of the regression coefficient was (0.469), followed by the teams work coefficient (0.359), while the regression coefficients for delegation of authority, communication, and motivation was (0.348), (0.294), (0.287), respectively, all of which were at a significant level (Sig = 0.000), according to this result rejection of

the null hypotheses of the study related to the dimensions of administrative empowerment and the acceptance of alternative hypotheses, meaning "there is a significant effect for delegation authority, teams work, motivation, communication, and training, on implementing the blue ocean strategy at a significant level ($\alpha \leq 0.05$)".

5. STUDY RESULTS AND CONCLUSIONS

The study reached many results and conclusions, the most prominent of which are:

- The administrative empowerment perspectives (delegation authority, teams work, motivation, communication, and training) are available in Jordanian private universities

- The administrations of Jordanian private universities implement the Blue Ocean strategy with its four dimensions related to:

- The innovation is related to the transformation of creative ideas into reality and application and the advancement of innovative solutions to solve problems, which increases performance efficiency.
- Increasing activities and procedures can improve the level of quality of outputs so that the university achieves rapid growth when there is a noticeable expansion in some of its performance objectives.
- The reduction of unnecessary or unjustified work procedures, which in turn is reflected in reducing costs and expenses.
- The elimination of useless processes that do not serve work.

- The study showed that one of the most important dimensions of administrative empowerment in influencing the implementation of the blue ocean strategy is attributed to training, followed by work teams then training, the delegation of authority, effective communication, and motivation, indicates the importance of training in achieving the requirements for creativity and excellence through participatory work, team spirit, exchange of experiences and transfer of knowledge efficiently and effectively.

- The researcher concludes that the ability of universities to adapt to a modern and new condition such as Corona pandemic conditions and works to empowerment their employees did through:

- Providing an environment characterized by confidence in the abilities of their employees to perform the tasks and giving them intrinsic value for the activities in which they perform through their training and their possession of the necessary skills to perform the work effectively and efficiently.
- Encouraging workers to exchange experiences and carry out their tasks in teamwork that work collaboratively and in a team spirit and put the interest of work as a priority and the main goal it seeks to achieve.
- Creating a rewards system through which the benefactor is rewarded and the negligent accountable.

The immediate stage imposed on private universities the participation of all parties within the university, including university leaders, members of the teaching, administrative staff, students, and community institutions outside the university, to deal with these developments and engage in them not only locally but regionally as well.

Then the university can activate the dimensions of the blue ocean strategy, which contributes to ensuring the educational value of the university and the means that guarantee this value, which stems from the effective and efficient use of tangible and intangible resources to support its learning and teaching processes in light of an environment characterized by continuous change, which is due to the rapid developments in the field of information and communication technology, and the move towards a knowledge society.

- For the university to make a radical shift in its strategic fabric, it must shift the value curve from the elements that competitors focus on to the alternative elements that competitors do not know by searching for innovation, change, or distinguished to be able to achieve innovative value at the lowest cost.

- The university must adapt to the new threats and developments it faces, which determine the university's position as a leader or follower, especially in light of the rapid development in the current digitization era, which has allowed an unprecedented diversity of outputs and services provided by universities, and thus universities excel by searching for blue oceans free of conflict around them.

- The university must be prepared for growth, or what is known as innovation value, to provide services according to what is required or expected by its customers, and to create a mutual benefit with the community.

6. STUDY RECOMMENDATIONS

The study recommended as a set of recommendations, the most prominent of which are:

-The need for Jordanian private university administrations to promote the concept of administrative empowerment by creating an organizational climate that supports a sense of efficiency and ability to influence work, and to rely on a reward system and apply it with fairness and transparency.

- Universities need to improve the structure of information and communication technology, especially in light of remote work.

- Universities should find permanent educational platforms on their websites, which will reduce dependence on the human element and move towards distance learning and virtual classrooms, in anticipation of new future pathological conditions and pandemics.

- Moving from the scope of the traditional environment to the scope of the innovative environment by working on creating new programs that the labor market demands, providing new services that were not provided by another university before, and moving towards professional programs and international accreditations

- Expanding the blue ocean in which you are sailing by constantly and permanently following technological develop-

ments, mastering diverse language skills, and owning sustainable resources that are difficult to imitate easily by competitors and within short periods.

- Finally, the researcher recommends conducting future studies related to the application of modern administrative concepts, including the blue ocean strategy, and realizing its repercussions on new variables such as competitive advantage, performance excellence, creativity, and others. In addition to research new variables that affects the implementation of the Blue Ocean strategy in new sectors such as the industrial and financial sectors.

7. STUDY LIMITATIONS:

The research was limited to the study of administrative empowerment as a means of implementing the blue ocean strategy from the faculty members' viewpoint in Jordanian private universities. During the second academic year 2020/2021, this was distinguished in distance education under new circumstances and developments coming from the challenges and procedures resulting from the Corona pandemic. The study also did not address the Jordanian public universities, since their student admission policies are subject to the unified admission policies of the Jordanian Ministry of Higher Education, which differ from the admission policies of students in Jordanian private universities, and thus competition is limited between private universities among themselves compared to Jordanian public universities.

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