

The Impact of Blue Ocean Leadership on the Quality of Services at Emerging Universities in Developing Countries: A Case Study of Jadara University – Jordan

Dr. Tamara Nije Tawfeq Dawoud¹

Abstract

Emerging institutions in underdeveloped nations need help providing high-quality services in a complex higher education environment with limited resources. The potential for Blue Ocean Leadership to bring about change at Jordan's Jadara University is explored in this research. The Blue Ocean Leadership framework is analyzed in the context of bettering service quality. This framework is well-known for its ability to reimagine leadership and fuel innovation. To evaluate the current state of Blue Ocean Leadership's rollout and its effect on service quality from the viewpoint of lecturers, a thorough case study method is used, complete with a survey. Within the scope of Blue Ocean Leadership, the research also investigates the connection between faculty characteristics and their service quality evaluations. The demographic breakdown of the sample indicates that most of the participants are assistant professors, that there are more men than women, and that the median age ranges from 41 to 50. There is a wide range of expertise and experience among the faculty members included in this dataset. The adoption of Blue Ocean Leadership is positively correlated with students' evaluations of the quality of university services ($r = 0.920$, $p 0.01$). The survey findings may be trusted since they have good dependability ratings for Blue Ocean Leadership and Quality of University Services. Blue Ocean Leadership is highly predictive, with an R-squared value of 0.846 in a regression study, explaining a large part of the variance in service quality. The study found a strong positive link ($Beta = 0.920$) between improvements in Blue Ocean Leadership and improvements in service quality. This shows how important leadership is in shaping how students think about service quality. The strengths and areas for improvement are shown via descriptive studies of Blue Ocean Leadership and the quality of institution services. This study has important implications for educational administrators and policymakers as it emphasizes the role of leadership, and more specifically, Blue Ocean Leadership, in enhancing service quality at Jadara University. Emerging universities in poor nations may improve the quality of their services and create a more stimulating learning environment for their students by concentrating on creative leadership practices.

Keywords: *Blue Ocean strategy, Service Quality, Emerging Universities, Jadara University, Developing Countries, Leadership style.*

1. Introduction

Universities look to expand their clientele base through q by establishing mechanisms to enhance advantage against counterparts providing similar services and establishing strategies to distinguish it from others, as well as by adopting innovative ideas to leave

¹ Jadara University, Faculty of Educational Sciences, Department of Educational Administration and leadership Education

the competition on the currently existing, reduce the occupation of human resources, and limit the waste of financial resources. In order to maintain their status as leaders in their fields, universities and graduate study programs must differentiate themselves from similar offerings at other local institutions in order to maintain their competitive edge. The Blue Ocean Strategy has been shown successful by a number of academic studies, including Syamsul Rijal (2020) that created systems using its tenets. Furthermore, Akram et al. (2017) concluded that the Blue Ocean Strategy is an essential instrument of strategic environment analysis for development, confirming the existence of a correlation relationship and moral impact between Blue Ocean Strategy dimensions and the needs of leading universities. This goal cannot be attained unless institutions reevaluate how they have historically pursued competitive advantage, taking into account new approaches that encourage growth and innovation in local, regional, and global markets and assessing the relative availability of critical success factors amongst rivals (Al-Sarairh et al., 2021). According to Carton, (2017) providing low-cost services, or competitively priced versions of popular programs, is crucial for universities to have an edge in the market. Otherwise, schools might differentiate their courses by making bold claims about them or choosing titles that are in line with current labor market trends. When universities succeed in gaining a competitive edge, the real difficulty begins; maintaining that advantage over time is just as important, if not more so, than first gaining it (Battour & Ismail, 2016). University performance has been shown to improve with competitive advantage, as shown by studies such as (Al-Nashmi & Aldois, 2017), which established a connection between high international rankings and competitive advantage enhancement. The significance of knowledge investment in securing a competitive edge was shown to be positively correlated with the proposed mechanisms for knowledge investment (Almotlaq, 2017). Furthermore, Maya. & Wax. (2022) reaffirmed that educational institutions must implement knowledge and ability-compatible 2686 A. Nasereddin: The Blue Ocean's Impact... 2023 NSP Natural Sciences Publishing Cor. with worldwide benchmarks across all subject areas for superior performance. In addition, the study Elhattab (2020) identified the following factors as a basis to attain competitive advantage: change in the recruitment and appointment of human resources; planning personnel according to future production and functioning goals; and the inclusion of all stakeholders in decision-making. The primary goal of implementing the BOS is to generate value for creativity and innovation, which serve as the bedrock of the university's competitive advantage over the long term, and to generate value for cost by simultaneously raising the value of the outcome for the beneficiary, via a quantum leap in value for beneficiaries at the institution. The door is then open to a fresh round of competition. Value without the capacity to produce is centered on the pursuit of value with a steady rise, therefore the two must work hand in hand to succeed. This adds value but is indiscernible un substitute markets. Innovation that doesn't provide value focuses on technical details and labor market entrepreneurship or futuristic leaps, with beneficiaries' interests often coming in second place (Alkhlewi, 2018). Competitive advantage for institutions often results from a combination of factors, including the acquisition of several advantages that raise the quality of the institution's offering to a higher level than that of its competitors and the utilization of unique production techniques. When an organization is able to adopt a plan that results in superior performance relative to its rivals, it has a competitive advantage. As a result, it has an advantage over rivals because of the advantages it can provide and keep providing to customers. The current state of higher education necessitates an intensive search for and investment in the intellectual potential and skills of its human resources, most notably graduate studies, as well as an in-depth examination of the internal and external environments of these programs in order to evaluate current conditions and plan for the future. In light of the above, it is widely agreed that universities must have a thorough and true comprehension of the challenges posed by the rivalry between academic institutions. Universities and graduate study programs are held to a high standard of quality, and maintaining a competitive edge is an important

component of maintaining that standard. Therefore, its standing is strengthened by the need for superiority over other communal institutions (Alkhlawi, 2018).

1.1 Research Questions

Q1: what is the actual implementation status of the Blue Ocean Leadership (exclusion, reduce, raise, innovation) at Jadara University from the perspective of teaching faculty members?

Q2: what is the level of implementation of competitive Service Quality (intangible factors, responsiveness, safety, dependability) at Jadara University from the perspective of teaching faculty members?

Q3: Is there an impact from Blue Ocean Leadership implementations on achieving the Quality of Services at Jadara University from the perspective of teaching faculty members?

Q4: Is there a statistically significant relationship between the characteristics of teaching faculty members (such as gender, age group, academic position, years of experience, and faculty belonging) and the perceived quality of services at Jadara University within the context of the dimensions of Blue Ocean Leadership?

2. Literature Review

2.1 Blue Ocean Leadership

Kim and Mauborgne (2014) introduced a novel style of leadership called behavior-oriented leadership (BOL), which is noted for its ability to re-engage a company's once disengaged employees by shifting the company's leadership profile. The goal of BOL is to create a company that can fast and cheaply improve its leadership strength, which in turn can boost the company's productivity (Kim & Mauborgne, 2023). Every leader, according to BOL, has their following. Management personnel are the "customer" who "buys" or "doesn't buy" the service (leadership) provided by a company. Kim and Mauborgne (2014) defined BOL as an approach to leadership development that makes the most of untapped human capital to achieve competitive advantage. Using employee input to focus on leadership practices is a key component of blue ocean leadership. At this stage, we define leadership practices as the ways in which leaders manage their teams and their organizations. When workers see that their input is being used to develop new leadership profiles at various levels of leadership within an organization, they are more likely to feel invested in its success (Selamoglu, 2021). Instead of placing as much emphasis on the values, personalities, styles, and conduct of leaders as is customary in conventional leadership practices, BOL places a greater emphasis on leaders' actions and activities. Because workers do not expect their leader to suddenly change personalities and personality, this method of detecting organizational change has a quick impact via the manipulation of certain behaviors and events of leaders. In the meanwhile, this strategy may be initiated for a little price, with sloppy execution, and it can provide impressive outcomes. Overall, BOL is less concerned with the leadership qualities of specific individuals and more concerned with improving organizational performance through increasing employee engagement. It is not concerned with centralized leadership but rather with dispersed leadership at a variety of levels. Instead, then agreeing on a common set of leadership characteristics, BOL focuses on what leaders actually do. In addition, breaking out of habits is the toughest element to do because of how much individuals want to stay in their comfort zones. In place of spending additional money to obtain other leadership programs, honing BOL will guide to circulation present unexploited talent (Selamoglu, 2021). Therefore, at this period of significant change among professors, BOL will provide a new direction in terms of leadership theory, since this is the major key to maintaining the standing of new universities.

2.2 Four Pillars of Blue Ocean Leadership (BOL)

The four pillars of BOL that set it apart from more conventional forms of leadership are as follows, as described by Kim & Mauborgne (2014).

i) Pay attention to what you are doing

BOL is action oriented because it places more emphasis on what leaders do than on what kind of people they should be. All required behaviors and actions may be easily tracked and correlated with results. The maturation of a leadership profile mirrors these actions and behaviors. Time and money are two factors that the BOL model places a premium on.

ii) Relates to Practicalities in the Market

The employee is BOL's primary target audience for leadership development. Leadership approaches that are relevant to market realities are to be highlighted, and staff members are being tasked with doing just that. Staff members who are asked for their thoughts and opinions report feeling valued, flourishing, and strongly motivated to contribute to the success of the business.

iii) Leadership through Sharing Resources

The idea of empowering leaders at all levels of an organization is central to BOL's mission of fostering organizational excellence. It's called "distributive leadership," and it includes top, middle, and front-line managers. This is done because each tier of leadership has a unique set of responsibilities, authority, and culture in which to operate. Therefore, strong leadership is generated from the leader's actions and activities at each level, which benefit both the company and its workers and consumers.

iv) Low-Cost, High-Impact Leadership

There is a lack of efficiency among leaders since so much time is wasted on meaningless tasks. Using the BOL Grid (eliminate, decrease, raise, and create), BOL proposes that executives cut down on a number of tasks that don't provide much value but take up a lot of time. This will free up time that may be used toward other actions and activities that will have a significant positive influence on the organization's productivity (Chapman, 2022). It may be applied without the need for time-consuming and financially burdensome leadership development programs. By completely engaging with employees and making use of available time and resources, high-performance organizations may be driven by these leaders, who are developed with the support of this strategy.

These four pillars provide the groundwork for increasing employee engagement since BOL focuses only on what leaders do rather than on what kinds of people they must be. This definition also helps leaders understand what leadership practices are holding them back and what leadership activities would allow them to prosper and best serve their customers in the current market environment. When managers and workers work together, it boosts morale and morale-related behaviors (Leavy, 2018). Additionally, it supports the idea of distributive leadership across all levels of management, since exceptional organizational performance is often the result of the inspiration and initiative of middle and front-level managers who have direct touch with the client. Last but not least, BOL is looking for low-cost, high-impact leadership acts and activities by pinpointing what leaders can do without (the "cold spot") and what they should do more of (the "hot spot") to increase employee engagement and productivity in the workplace.

2.3 Service Quality

Quality of service is more nebulous and subjective to evaluate. Several writers have attempted definitions and provided definitions, each from their own unique perspective. The phrase "service quality," as coined by Philip Kotler and Gary Armstrong, refers to a service provider's capacity to retain its clientele (Giovanoli, 2019). That is, they see repeat business as the strongest indicator of success. According to Christian Gronroos,

the technical or result dimension and the function or process related dimension make up the customer's perception of the service's quality. A. Valarie A. Zeithaml, L. Parasuraman, and L. Berry, "Providing 'excellent or superior service relative to customer expectation,'" as outlined by Berry, is a definition of service quality. 'Service quality' is not a stand-alone idea; rather, it emerges as a result of the interplay of a number of features specific to services and service providers.

2.3.1 Reliability

One definition of reliability is "the degree to which a service provider can be relied upon to consistently provide the goods or services that it has promised." In a broader sense, reliability refers to the reliability with which a service provider delivers on its promises regarding delivery, service provision, problem resolution, and pricing.

2.3.2 Responsiveness

Customers appreciate it when businesses are quick to respond to their inquiries and concerns. This quality, known as responsiveness, is measured by how long it takes for customers to receive assistance after making a request.

2.3.3 Assurance

Assurance is the third and final dimension of service quality, and it refers to the employees' level of expertise, their friendliness, and the level to which the company and its employees earn the customers' trust and confidence. This is particularly important in financial services, where clients often lack the information, they need to assess the outcome of a transaction.

2.3.4 Empathy

The Empathy Dimension of Service Quality refers to the thoughtful, personalized care given to customers by their financial institutions and other service providers. This dimension strives to show customers that they are valued as individuals by the company by providing them with a wide range of services tailored to their specific requirements.

2.3.5 Tangibility

Tangibility, the fifth dimension of service quality, refers to the outward appearance of the firm's physical facilities, equipment, communication materials, and technology. All of these give customers enough clues about the quality of service provided by the firm, and this dimension also improves the firm's reputation.

2.4 Impact of Blue Ocean leadership on Service Quality

Leadership as a quality management concept requires that all leaders within an organization come to an agreement on the organization's goal and choose the best course of action. Leaders are responsible for setting the stage for team members to get invested in the mission of the company. Leaders are responsible for conveying the organization's purpose, vision, strategy, rules, and procedures to their subordinates and setting a good example themselves. Leaders are responsible for establishing and upholding the organization's core principles, fostering a climate of trust and honesty, and treating employees at all levels with dignity and respect (Kusumawati, 2018). Leaders should make sure everyone is 100% committed, and they should reward and praise those who help the team succeed. The efficacy and efficiency of an organization benefit greatly from having a strong leader at the helm because of the enhanced coordination and communication that results. Capabilities inside the company will strengthen, allowing for enhanced performance.

Organizations that care about satisfying their customers' demands and going above and beyond their expectations will make quality management an overarching goal. Buja et al. (2022) research on the evolution of quality management methods and leadership theories reveals that these two fields aim to do similar things: boost organizational effectiveness

and enrich employees' daily lives on the job. All excellence models include top management as an enabling driver, but it is clear from a literature analysis that leadership is essential to effective quality management at institutions. Being a leader requires a dedication to originality and inventiveness throughout time. Human resource management is a strategic problem that necessitates managerial expertise, say some experts like Høybye-Mortensen (2016). They also hold the view that top management plays a crucial role in enabling the acquisition of information, which they consider to be an important organizational resource. To move a company toward adopting quality managerial practices, executives need to be able to discern framed vision by management quality components, as argued by Chandan (2009). They also stress the need of a transformative leader with the capacity to guide and motivate his people to achieve this goal.

Quality improvement relies heavily on the commitment of upper management, according to experts in the area (Chandan, 2009) agreed with this idea of conducting an exploratory study on specific problems encountered by the Qatar Steel business while putting into practice its quality assurance strategy. According to the research, a lack of leadership buy-in is the biggest barrier to introducing quality management. Improvements in management style, productivity, and quality all resulted from a more collaborative environment fostered by the introduction of quality management once initial resistance was overcome. Deming believed that visionary leadership was essential for a successful quality management program, in addition to the importance of leadership in the implementation of quality management. Numerous studies support the claim that leadership providing a clear strategy to subordinates is essential for good quality management (Hazzan, 2019).

Even the Malcolm Baldrige National Quality Award (MBNQA) recognizes the importance of leadership (Anderson et al., 1995). Several different quality management constructs have been linked to improved organizational performance. They also note that leadership has a major impact on every facet of the company. A survey of the relevant literature reveals that, until now, no research has focused on the impact of leadership on the adoption of quality management methods. This makes Hazzan (2019) investigation all the more important. Management's impact on staff members leads to better processes, products, and results. Business organizations in Malaysia provided the experimental data for a research by Idris and Ali on the impact of leadership philosophy and quality management methods on organizational performance. They learned the hard way that adaptability is crucial in today's competitive global economy. Organizational success may result from the combination of this capability in the form of transformational leadership with the best practice ability. Conversely, effective management practices need widespread cultural shifts within a company. According to Lee (2017), transformational leaders construct the vision and, via effective communication and motivation, guide followers toward its realization. However, research has shown that transactional leadership is not useful in fostering improvement in quality because of its emphasis on trade (via sanctions and incentives). Because top management serves as motivational figures who steer staff in the right direction, transformational leadership has the potential to impact quality management procedures. There is a growing corpus of research that attempts to pin down exactly what constitutes "quality" and what factors lead to improvements in quality. Different types of literature from different nations, covering various service and industrial sectors, have been analyzed. Most experts agree that quality management is most effective when it has the support of upper management. A large body of literature on quality management points to a number of variables—including strategic planning, customer focus, employee relations, supplier quality management, process management quality, and top management support—as having an impact on quality improvement. Most studies have focused on the role and dedication of top management; nevertheless, this is really just a different way of talking about leadership (Sila & Ebrahimpour, 2005).

2.5 Case of Jadara University

Achieve a leading position among National and Arab universities in terms of knowledge production, transfer, and application in order to improve the quality of life for all citizens and to aid in the long-term, all-around development of the nation.

2.5.1 Statement of Purpose

To provide students a unique education that serves both the national and Arab communities, helps advance economic and social progress, and fosters their overall growth as people. And to provide a conducive setting for academic inquiry and creative problem solving; to join together people and technology; to improve university human resources; and to build lines of connection with universities both near and far.

2.5.2 Values

Jadara University is committed to achieving its mission and realizing its vision by upholding the following values: quality and excellence, academic freedom, integrity and justice, tolerance, accountability and transparency, teamwork spirit, dialogue, and continuous learning. These values are grounded in our Arab culture, great religion, and intensive scientific heritage.

2.5.3 Background

The private Jordanian institution Jadara University (JU) opened its graduate school in 2006. More than twenty-seven undergraduate and graduate degree programs are spread among its six faculties (business, literature, law, engineering, education, and science and information technology). Nearly all of Jadara's 4,200 students are Jordanians; just a small fraction come from other Arab nations. However, since it was approved into the Arab Universities Association in 2009, Jadara has been actively recruiting students from around the Arab world. In terms of results, JU has done very well during the last four years. It has achieved better results than its rivals in the north of the nation. Though the institution is only starting to flourish, commentators and scholars feel that a distinct culture is the driving force behind its early success. In 2008, the University established a 5-year business plan, and since then, it has made great strides toward achieving its stated goals. Jadara has been working on a three-year strategic plan (2012-2014) with the goal of increasing enrollment to roughly 6,000 students by the end of that time period. Prof. Mohammad Ta'amneh, the university's president, works hard to fulfill the school's objective and improve life in Jadara.

3. Methodology

3.1 Methods

All faculty and staff of Jadara University were polled for this case study. Case studies provide the optimal setting for learning about an organization's leadership, say Leithwood and Musella (1991). The strategy, represented by the case studies, is based on an examination of the benefits of emphasizing culture while trying to comprehend an organization. Cronbach's alpha coefficients were used to assess the consistency of the measurements. All of the measures' scales seem to provide internally consistent findings, suggesting they are valid and reliable enough for further examination in this research. Cronbach alpha coefficients may be shown in Table 1. The range of values in the table shows that the dependability of the measurements is high enough to be considered acceptable.

3.2 Sampling and the Total Population

We used Jadara University as a case study to investigate the connections between blue ocean leadership and service quality, with a sample size of 135 faculty members

(representing 450 employees in administrative and academic roles). The actual response rate was at around 35%.

3.3 Variables

Appendix (1) displays the research instrument used to assess blue ocean leadership, which consists of 41 questions ranging in score from (1-20 and 1-21). Blue Ocean Leadership (questions 1-20), Service Quality (items 1-21), were used to assess jadara University performance as a dependent variable. There was a Likert scale utilized, with responses ranging from "strongly disagree" (five) to "strongly agree" (one). The mean interval values utilized in this analysis are summarized verbally chapter 4.

4. Results and Discussions

4.1 Demographic Variable Analysis

The demographic study indicates a largely male composition among the questioned participants, totaling 85.2% of the total, while females make up 14.8%. The age distribution suggests a considerable presence in the 41-50 age range, accounting for 48.1% of the respondents, followed by those aged 30-40 (28.1%). In terms of academic status, a majority of participants held the post of Assistant Professor (55.6%), with Associate Professors representing 34.1%. Full-time academics and Professor Doctors comprise 8.9% and 1.5%, respectively. Regarding academic allocation, the academic of Educational Sciences has the most representation at 23.7%, followed by the Faculties of Information Technology at 14.8%. When evaluating the participants' professional experience, the biggest group comes within the 5-10 years category, accounting up 43.0% of the total. The descriptive statistics further identify the sample, showing mean values for gender, age, academic rank, faculty, and experience, presenting a quantitative picture of the dataset. This study serves as a basis for analyzing possible relationships and performing further in-depth statistical investigations to draw useful insights from the acquired demographic data.

Table 4.1: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	115	85.2	85.2	85.2
Female	20	14.8	14.8	100.0
Total	135	100.0	100.0	

Table 4.2: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 30	8	5.9	5.9	5.9
30-40	38	28.1	28.1	34.1
41-50	65	48.1	48.1	82.2
50+	24	17.8	17.8	100.0
Total	135	100.0	100.0	

Table 4.3: Academic position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Professor Doctor	2	1.5	1.5	1.5
Associate Professor	46	34.1	34.1	35.6
Assistant Professor	75	55.6	55.6	91.1
Full-time lecturer	12	8.9	8.9	100.0
Total	135	100.0	100.0	

Table 4.4: Faculty

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Faculty of Pharmacy	14	10.4	10.4	10.4
Faculty of Engineering	15	11.1	11.1	21.5
Faculties of Information Technology	20	14.8	14.8	36.3
Faculty of Business	16	11.9	11.9	48.1
Faculty of Arts and Languages	17	12.6	12.6	60.7
Faculty of Educational Sciences	32	23.7	23.7	84.4
Faculty of Law	21	15.6	15.6	100.0
Total	135	100.0	100.0	

Table 4.5: Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 5 years	15	11.1	11.1	11.1
5-10	58	43.0	43.0	54.1
10- to 15 years	50	37.0	37.0	91.1
15+	12	8.9	8.9	100.0
Total	135	100.0	100.0	

Descriptive Analysis

Table 4.6: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Gender	135	1.00	2.00	1.1481	.35657	.127
Age	135	1.00	4.00	2.7778	.80730	.652
Academic_position	135	1.00	4.00	2.7185	.64243	.413
Faculty	135	1.00	7.00	4.3852	1.96987	3.880
Experience	135	1.00	4.00	2.4370	.80676	.651
Valid N (listwise)	135					

4.2 Correlation Analysis

The correlation analysis between Blue Ocean Leadership and the Quality of University Services indicates a remarkably strong positive correlation of .920** ($p < .01$) between these two variables. This implies that as Blue Ocean Leadership increases, there is a correspondingly high increase in the perceived quality of university services, and vice versa. The correlation is statistically significant at the 0.01 level, suggesting a robust relationship. Moreover, the reliability statistics for both Blue Ocean Leadership and Quality of University Services demonstrate high internal consistency. Blue Ocean Leadership exhibits a Cronbach's Alpha of .971 with 20 items, signifying a very high level of reliability. Similarly, the Quality of University Services demonstrates even greater internal consistency with a Cronbach's Alpha of .980 across 27 items. These high reliability scores suggest that the survey items within each construct are consistently measuring the same underlying concept, thereby enhancing the overall trustworthiness of the survey instrument. Overall, the strong positive correlation between Blue Ocean Leadership and the Quality of University Services, coupled with the high reliability scores for both constructs, strengthens the validity of the survey results. This indicates that perceptions of leadership style are closely tied to the perceived quality of university services, providing valuable insights for further exploration and decision-making within the academic context.

Table 4.7: Correlations

	Blue_Ocean_Leadership	Quality_university_services
Blue_Ocean_Leadership	1	.920**
	Pearson Correlation	.920**
	Sig. (2-tailed)	.000
	N	135
Quality_university_services	.920**	1
	Pearson Correlation	.920**
	Sig. (2-tailed)	.000
	N	135

** . Correlation is significant at the 0.01 level (2-tailed).

Blue_Ocean_Leadership Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.971	20

Quality of university services Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.980	27

4.3 Regression Analysis

The correlation between Blue Ocean Leadership and Satisfactory University Services is rather strong, as shown by the regression study. The model summary shows that the regression model, with an R-squared value of .846, explains a significant proportion of the variation in the Quality of University Services. This indicates that differences in Blue Ocean Leadership account for around 84.6% of the variance in the quality of university services. The F-statistic of 732.706 (p .000) from the ANOVA findings provides strong evidence for the importance of the model. This means the model as a whole well describes the variability of the dependent variable. The coefficients show that Blue Ocean Leadership has an unstandardized coefficient of .912 and a standard error of .034. Beta, which measures dispersion, is .920. According to these coefficients, the quality of university services improves by .912 points for every point rise in Blue Ocean Leadership. The t-statistic of 27.069 is very high, indicating a very strong correlation (p .000). The significance (p = .007) of the constant (intercept) implies that there is a minimum standard of quality in university services, even when Blue Ocean Leadership is set to zero. Taken as a whole, the results of the regression analysis show that Blue Ocean Leadership is a strong predictor of the quality of university services. The model's high reliability and capacity to account for a large amount of the observed variation in the dependent variable both serve to emphasize the critical role that leadership style plays in shaping students' perceptions of service quality on campus.

Table 4.8: Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.920 ^a	.846	.845	.27170

a. Predictors: (Constant), Blue_Ocean_Leadership

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54.089	1	54.089	732.706	.000 ^b
	Residual	9.818	133	.074		

Total	63.907	134			
-------	--------	-----	--	--	--

- a. Dependent Variable: Quality_university_services
- b. Predictors: (Constant), Blue_Ocean_Leadership

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.367	.133		2.756	.007
	Blue_Ocean_Leadership	.912	.034	.920	27.069	.000

- a. Dependent Variable: Quality_university_services

4.4 Blue Ocean Leadership Analysis

Blue Ocean Leadership's descriptive study indicates varied participant perspectives of leadership approaches at universities. Respondents generally had a favorable impression of the university's strategic decision-making, including the university's ability to weed out degree programs that aren't relevant to the job market and to actively manage equipment and supplies. The efficiency of the institution's attempts to modernize its computer systems and enhance its educational service processes is rated as about average. Notably, students have a favorable impression of the university's market-oriented activities, including the development of new concentrations, the recruitment of expert faculty, and the use of innovative technical approaches. The institution's ability to develop an inventive atmosphere and adapt effectively to environmental changes was also praised. These results provide a complete picture of how members of the university community see the efficacy of leadership techniques, illuminating both existing strengths and opportunities for development. Insightful decision-making and strategic planning in the classroom may benefit from more investigation into these perspectives.

Table 4.9: Descriptive Blue_Ocean_Leadership

Descriptive Statistics

	N	Mini mum	Maxi mum	Mean	Std. Deviation
The university excludes academic programs that do not align with the demands of the job market	135	1.00	5.00	3.8815	.97009
The university actively excludes equipment and supplies that are unsuitable for its operations.	135	1.00	5.00	3.8370	.83046
The university excludes unnecessary procedures without compromising the quality of educational service.	135	1.00	5.00	3.7630	.81229
The university periodically updates its computer programs by replacing older ones with new ones.	135	1.00	5.00	3.8889	.93575
The university excludes incompetent human resources.	135	1.00	5.00	3.8519	.92654
The university gains the trust of beneficiaries by reducing low-quality services.	135	1.00	5.00	3.8667	.84465
The university strives to reduce the time in the process of providing the service to beneficiaries.	135	1.00	5.00	3.8741	.88461

The optimal use of resources available at the university contributes to reducing the amount of expenses.	135	2.00	5.00	3.9926	.82404
The university works to reduce internal errors in the quality of its services to a minimum.	135	1.00	5.00	3.8667	.91260
The university aims to reduce supplementary services to cut down on non-essential expenses.	135	1.00	5.00	3.7704	.89727
Enhancing the quality of educational services offered by the university has boosted beneficiary demand.	135	1.00	5.00	3.8741	.87613
Introducing new specializations for bachelor's and master's degrees at the university has expanded its market share among beneficiaries.	135	2.00	5.00	4.0222	.85925
The university attracts highly qualified personnel to enhance the quality of educational services provided to beneficiaries.	135	2.00	5.00	3.9037	.79994
The university employs modern technical methods to enhance the efficiency of educational service delivery.	135	2.00	5.00	3.8815	.82001
The university sets itself apart from its competitors by implementing highly capable and efficient procedures.	135	1.00	5.00	3.8963	.90003
The university adheres to a policy of offering new services that align with the community's needs.	135	1.00	5.00	3.8815	.92278
The university consistently leads in the utilization of cutting-edge technological methods when delivering its services.	135	1.00	5.00	3.8889	.85227
Leveraging advanced information technology is pivotal to the university's success in gaining a competitive edge.	135	2.00	5.00	3.9333	.84818
The university fosters an innovative environment that inspires employees to excel in their roles.	135	2.00	5.00	3.9037	.84530
The university possesses the capacity to respond adeptly to swift environmental changes.	135	2.00	5.00	3.9926	.81494
Valid N (listwise)	135				

4.5 Descriptive of Quality_of university_services

Table 4.10 provides a synopsis of the students' opinions on a variety of topics related to their college experience. On the whole, students and faculty alike have a favorable impression of the university's commitment to pedagogical standards. Possessing state-of-the-art infrastructure communicates a dedication to provide students with the best possible learning conditions in the present day. A systematic approach to education is seen in the acknowledgement of both thorough academic planning and rigorous preservation processes. The necessity of retaining high-quality staff and adapting to changing educational demands is highlighted by the good perception of distinguished human resources and by active modernization efforts in academic courses. The university's dedication to cutting-edge technology and cutting-edge research is reinforced by the availability of cutting-edge technology in classrooms and the provision of assistance for scientific research via research incubators. According to the results, the university's comprehensive and diversified approach to education is reflected in the high respect with which its self-financing sources and dynamic academic atmosphere are regarded. However, the standard deviations show that there is some variation in replies, indicating that there are different individual viewpoints within the sample group. This in-depth evaluation illuminates the university's current strengths and opportunities for growth, therefore driving strategic actions for further development.

Table 4.10: Descriptive Statistics

Statements	N	Mini mum	Maxi mum	Mean	Std. Deviation
University staff strictly adhere to academic norms and traditions.	135	1.00	5.00	3.7852	.91737
The university possesses buildings and facilities built to modern specifications.	135	2.00	5.00	3.8593	.85661
Comprehensive academic plans are in place for all university programs.	135	2.00	5.00	3.9333	.80298
The university maintains an integrated archiving system to meticulously document all its operations.	135	2.00	5.00	3.9778	.87645
The university has distinguished human resources (academic - administrative - technical).	135	2.00	5.00	3.9333	.87417
The university is actively modernizing its academic courses to align with community requirements.	135	2.00	5.00	3.8889	.88661
State-of-the-art technology equips the university's teaching halls.	135	1.00	5.00	3.8370	.89948
Specialized research incubators are available to support scientific research endeavors at the university.	135	1.00	5.00	3.8370	.91592
The university has various self-financing sources.	135	1.00	5.00	3.9111	.85052
The university environment (facilities, laboratories, halls, courtyards, library, restaurants, etc.) stimulates the educational and academic process.	135	1.00	5.00	3.9037	.87991
Meticulous record-keeping and file management are integral practices at the university.	135	2.00	5.00	3.8741	.82344
The university places a strong emphasis on delivering error-free services on time.	135	1.00	5.00	3.8889	.86961
University employees are aware of university instructions and regulations to respond to student inquiries.	135	1.00	5.00	3.8741	.81433
New students benefit from induction programs designed to acquaint them with the array of services and facilities available.	135	1.00	5.00	3.9185	.84687
The study schedules feature multiple course sections, effectively reducing classroom overcrowding.	135	2.00	5.00	3.9037	.83643
The university actively engages with the community, participating in various events, including national and international observances.	135	1.00	5.00	3.8963	.85757
The university maintains an up-to-date, comprehensive database that efficiently provides beneficiaries with timely information.	135	2.00	5.00	3.9704	.85467
There is a continuous and open line of communication between faculty members and students at the university, enabling swift resolution of their problems.	135	2.00	5.00	3.9333	.77460
The university offers various forms of support, including material, financial, and administrative incentives, to nurture and empower talented and gifted individuals.	135	1.00	5.00	3.9704	.88047
The university offers multiple communication channels to collect students' suggestions and feedback.	135	2.00	5.00	3.9778	.83279
The university adeptly caters to the diverse needs of its employees.	135	1.00	5.00	3.8741	.83245
The university ensures the safety and security of all its facilities by equipping them with alarms, fire extinguishers, well-maintained entrances and exits, and regularly serviced elevators.	135	2.00	5.00	3.9185	.84687

The university maintains strict confidentiality when handling student information.	135	1.00	5.00	3.9111	.83279
The university's electronic systems are fortified with robust security measures, fostering a heightened sense of confidence among users.	135	1.00	5.00	3.9407	.81738
The university offers its employees awareness programs focused on security and safety.	135	2.00	5.00	4.0074	.79641
The university has clearly defined and publicly communicated policies aimed at providing psychological security for its students.	135	1.00	5.00	3.9407	.76063
The university extends primary healthcare services to its employees within the workplace.	135	1.00	5.00	3.9407	.87897
Valid N (listwise)	135				

5. Conclusion

This study aims to investigate the relationship between different leadership styles and academic achievement by examining the impact of Blue Ocean Leadership on service quality within the context of Jadara University in Jordan. Based on the analysis of age and occupation distributions, it is evident that the sample group mostly consists of males aged 41 to 50, with a significant proportion holding the occupational title of Assistant Professor. The study included a diverse array of participants from various departments, academic positions, and levels of professional experience, therefore establishing a comprehensive foundation for conducting a rigorous investigation. The analysis of correlation revealed a significant and robust positive association between Blue Ocean Leadership and the Quality of University Services ($r = 0.920$, $p < 0.01$). This finding suggests a positive correlation between the implementation of Blue Ocean Leadership strategies and the enhancement of service quality in colleges. The survey results' reliability is enhanced by the robust dependability scores given to both Blue Ocean Leadership and Quality of University Services. The findings from regression study provide empirical evidence supporting the predictive validity of Blue Ocean Leadership in assessing the quality of higher education programs. The model had a high level of explanatory power, as shown by an R-squared value of 0.846, which accounted for a substantial portion of the observed variability in service quality. The findings of this study indicate a strong association between enhancements in Blue Ocean Leadership and a notable enhancement in the quality of university services. This is shown by a statistically significant level of significance ($p < 0.001$) and a substantial correlation coefficient (Beta = 0.920). The descriptive research of Blue Ocean Leadership revealed positive perceptions of strategic decision making, market-oriented operations, and the university's capacity to react to environmental changes. The descriptive examination of the Quality of University Services revealed comparable favorable comments for scholastic standards, facilities, programs, employees, and technology. The findings provide light on the strengths and opportunities for possible growth within the institution in a nuanced manner. In summary, this research emphasizes the importance of leadership, particularly Blue Ocean Leadership, in assessing the quality of services offered by Jadara University. The leadership style's predictive potential and positive correlations may be advantageous for academic administrators and politicians. The findings of this research provide evidence for the need of focusing on leadership practices inside institutions in developing countries in order to enhance the quality of services provided, ultimately leading to improved classroom experiences for students.

References

- Alkram, N. A., Shafiq, F., & Ashraf, M. (2017). Ascorbic Acid-A Potential Oxidant Scavenger and Its Role in Plant Development and Abiotic Stress Tolerance. *Frontiers in Plant Science*, 8. <https://doi.org/10.3389/fpls.2017.00613>
- Alkhlewi, L. S. (2018). Quality of the performance appraisal system for faculty members and its impact on the strategies pursued by the university to achieve competitive advantage: An applied study on the universities in the Kingdom of Saudi Arabia. *Journal of Educational & Psychological Sciences*, 19(04), 487–516. <https://doi.org/10.12785/jeps/190416>
- Almotlaq, T. A. (2017). Knowledge investment and its relationship with building the competitive advantage of the new universities in Saudi Arabia. *Journal of Educational & Psychological Sciences*, 18(03), 261–299. <https://doi.org/10.12785/jeps/180310>
- Al-Nashmi, M. M., & Aldois, H. A. (2017). The relationship between Administrative Innovation and competitive advantage in Yemeni private universities. *The Arab Journal For Quality Assurance in Higher Education*, 10(29), 181–199. <https://doi.org/10.20428/ajqahe.v10i29.1173>
- Al-Sarairh, Y. M., Youssef, A. M. M., Za'al Alsarayreh, A., Al Hujran, T. A., Al-Sarayreh, S., Al-Shuneigat, J. M., & Alrawashdeh, H. M. (2021). Phytochemical and anti-cancer properties of *Euphorbia hierosolymitana* Boiss. crude extracts. *Journal of Pharmacy & Pharmacognosy Research*, 9(1), 13–23. https://doi.org/10.56499/jppres20.916_9.1.13
- Battour, M., & Ismail, M. N. (2016). Halal tourism: Concepts, practises, challenges and future. *Tourism Management Perspectives*, 19, 150–154. <https://doi.org/10.1016/j.tmp.2015.12.008>
- Buja, V., Qerimi, F., & Behluli, A. (2022). The impact of leadership styles on service quality and customer satisfaction: A comparative analysis between foreign and domestic capital banks in Kosovo. *Innovative Marketing*, 18(3), 181–196. [https://doi.org/10.21511/im.18\(3\).2022.16](https://doi.org/10.21511/im.18(3).2022.16)
- Carton, G. (2017). A Blue Ocean Strategy for “Blue Ocean Strategy”: on Performativity of Strategic Management. *Academy of Management Proceedings*, 2017(1), 17635. <https://doi.org/10.5465/ambpp.2017.17635abstract>
- Chandan, R. C. (2009). Dairy Processing and Quality Assurance: An overview. *Dairy Processing & Quality Assurance*, 1–40. <https://doi.org/10.1002/9780813804033.ch1>
- Chapman, J. (2022). Low hanging fruit: Low-cost, high impact sustainable transition strategies for small cities and Towns. *Regions*. <https://doi.org/10.1080/13673882.2022.00001118>
- Elhattab, N. (2020). Desert tourism as a tool to achieve development requirements sustainable development in light of Vision 2030 - a prospective study. *Journal of Association of Arab Universities for Tourism and Hospitality*, 0(0), 0–0. <https://doi.org/10.21608/jaauth.2020.31409.1020>
- Giovanoli, C. (2019). Cloud Service Quality Model: A cloud service quality model based on customer and provider perceptions for Cloud Service mediation. *Proceedings of the 9th International Conference on Cloud Computing and Services Science*. <https://doi.org/10.5220/0007587502410248>
- Hazzan, O. (2019). Teaching agile software development quality assurance. *Agile Software Development Quality Assurance*. <https://doi.org/10.4018/9781599042169.ch009>
- Høybye-Mortensen, M. (2016). Performance information in human service organizations: Quality and usefulness. *Human Service Organizations: Management, Leadership & Governance*, 40(5), 486–499. <https://doi.org/10.1080/23303131.2016.1169238>
- Kim, W. C., & Mauborgne, R. (2023, March 30). Blue Ocean Leadership. *Harvard Business Review*. <https://hbr.org/2014/05/blue-ocean-leadership>
- Kusumawati, E. (2018). Leadership in total quality management for service quality. *Proceedings of the 1st International Conference on Recent Innovations*. <https://doi.org/10.5220/0009948625762582>
- Leavy, B. (2018). Value innovation and how to successfully incubate “Blue ocean” initiatives. *Strategy & Leadership*, 46(3), 10–20. <https://doi.org/10.1108/sl-02-2018-0020>

- Lee, J. (2017). Ocean. Chinese Women Business Leaders, 29–41. <https://doi.org/10.1016/b978-0-08-101054-9.00003-2>
- Maya, I., & Wax, E. (2022). The impact of strategic agility in enhancing the dimensions of competitive advantage at Qassim University: A field study. *Journal of Umm Al-Qura University for Educational and Psychological Sciences*, 14(1). <https://doi.org/10.54940/ep85470516>
- Selamoglu, M. (2021). Blue Economy and Blue Ocean Strategy. *Journal of Ecology & Natural Resources*, 5(4). <https://doi.org/10.23880/jenr-16000263>
- Sila, I., & Ebrahimpour, M. (2005). Critical linkages among TQM factors and business results. *International Journal of Operations & Production Management*, 25(11), 1123–1155. <https://doi.org/10.1108/01443570510626925>
- Syamsul Rijal. (2020). Performing Arab Saints and Marketing the Prophet: Habaib and Islamic Markets in Contemporary Indonesia. *Archipel-Etudes Interdisciplinaires Sur Le Monde Insulindien*, 99, 189–213. <https://doi.org/10.4000/archipel.1719>