

The Role of Strategic Entrepreneurship on Organizational Ambidexterity: A Case Study of Middle East University-Jordan

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Abstract

Purpose – The purpose of this paper is to investigate the relationship among strategic entrepreneurship and organizational ambidexterity through exploration and exploitation.

Design/methodology/approach – A questionnaire, designed as a self-reported survey, was distributed to individuals working in Middle East University, with a collected sample size of 29 individuals.

Findings – Results show that strategic entrepreneurship has a direct positive effect on organizational Ambidexterity (exploitation and exploration) activities.

Research limitations/implications – This study is the first to integrate Strategic Entrepreneurship with exploration and exploitation outcomes. population was limited to include university leaders who work at Middle East University in Amman, Jordan only.

Practical implications – The close connection among strategic entrepreneurship with its dimensions (Entrepreneurial Opportunities Management, Entrepreneurial resource management, Entrepreneurial Culture), and organizational Ambidexterity suggests that evaluating, supporting and training entrepreneurship becomes a vital activity for boards, investors and managers. If management wants to increase exploration, they should pay particular attention to creating a culture that is supportive of Entrepreneurial practices. Organizations should recruit and train leadership for Entrepreneurial strategies and regularly assess culture to ensure a balance between exploration and exploitation activities.

Originality/value – The main contribution of this study is highlighting the role of Strategic Entrepreneurship as a main driver for organizational ambidexterity measured by exploration and exploitation activities in academic institutions.

Keywords- Exploration, Exploitation, Strategic Entrepreneurship, Ambidextrous organization.

Paper type Research paper

1. Introduction

Over the past two decades, the concept of entrepreneurship has become very popular among researchers and business leaders (Li & Jia, 2015). According to Zijlstra (2014), the global economy has had its best economic performance in the past ten years due to the boost in entrepreneurial activity. Thus, entrepreneurship and innovators create 95% of new wealth.

Since the start of the Industrial Revolution, and the spread of globalization and technology dramatically, there has been an unprecedented wave of entrepreneurship in the world. Yang, Guan, & Pu (2019) indicated that entrepreneur leaders who can handle an uncertain business environment are key to the project's success. Entrepreneurial leadership is defined as the meeting point between the concepts of entrepreneurship and leadership (Pisapia & Feit, 2015). Arham (2014) highlighted the leadership behaviour and abilities that a leader have to implement in an unsettled environment. For example, looking for entrepreneurial opportunities, taking risks, and getting perseverance to put an idea into practice. Entrepreneurial leadership is preferable to new and small enterprises, not to mature and stable enterprises (Yang, Guan, & Pu, 2019).

Entrepreneur leaders embrace an innovative vision and try to attract new projects. They are not afraid to take risks. Therefore, they have a clear goal and a high enthusiasm to implement those goals (Kozubíková, Dvorský, Cepel & Balcerzak, 2017). (Styron, 2015) argues that Entrepreneur leaders know how to keep up with an ever-changing world. In addition, they try to take advantage of the latest technologies and invest them to make a profit at the university. However, entrepreneurs must present unique ideas and have the ability to apply them in practice (Zampetakis & Moustakis, 2006).

The leadership has been increasingly oriented towards entrepreneurs in their management practices (Styron, 2015). This orientation was as an attempt to reinforce the concept of organizational ambidexterity in the University (Volery, T., Mueller & von Siemens, 2015). Therefore, the efforts have been brought to develop exploration and exploitation skills in a complementary manner in pursuing innovative initiatives as well as daily operational tasks (Cao, Gedajlovic, & Zhang, 2009). The role of organizational ambidexterity is to preserve the strategic agility by aligning with the current environment and adapting to potential disturbances. Consequently, it is seen as a key component of the organization's success (Du, & Chen, 2018).

Longo & Östergren (2012) indicated that during the process of developing new services, the university will face complications and high speed in environmental change. Therefore, the application of organizational ambidexterity by the simultaneous movement between exploration and exploitation is one of the main pillars of success (Peng, Lin, Peng & Chen, 2019).

Analytically, this study attempts to provide insights about the impact of strategic entrepreneurship on organisational ambidexterity and how they affect the universities. This article tries to find answers to the main question:

What is the impact of strategic entrepreneurship on organizational ambidexterity: A Case Study of Middle East University?

2. Literature Review

2.1 Strategic Entrepreneurship (SE)

Strategic entrepreneurship (SE) stems from of construct that based on a mixing entrepreneurship and practicing strategic management within the organization. In other words, Strategic entrepreneurship is a way where the organization or the university guarantees simultaneously the search for new upcoming business domains while using the current available ones (Tavassoli, Bengtsson & Karlsson, 2017).

According to Meyer, Neck & Meeks (2017), SE is defined as a combination of interrelated strategic and entrepreneurial elements and inputs. This means, applying strategic marketing, entrepreneurial opportunities management and culture are required in order to support the needs of exploration of opportunities then to use them in order to create value and to level up the organizational performance to be sustainable.

Opportunities are a condition to entrepreneurship (Dang & McKelvey, 2016). Therefore, Entrepreneurial activities are essential to explore opportunities. Hence, such activities are linked to innovation and achieving competitive advantage. In other words, entrepreneurial activities would never take a place or happen without opportunities and effective entrepreneurial strategy (Tavassoli et al, 2017). In this context, it is important to mention that effective strategic management expands the scoop to grasp new opportunities and innovatively exploits that to increase performance and reach the organization's goals and reach a state of entrepreneurial success.

In terms of Universities, *Entrepreneurial opportunities* are considered one important part of the socio-cultural environment that requires pretty leaders who are able to coexist and shape within (Patzelt & Shepherd, 2009, Dang & McKelvey, 2016). The management of entrepreneurial opportunities comes in terms of managing the initial financing opportunities In order to facilitate the process of transferring technologies that are developed at the universities to reach innovative firms. Another point, Managing opportunities can take the shape of motivation labour and academics to focus on becoming entrepreneurs and contributing in emerging strategically new ventures that focus on academics and research fields and to provide the market with efficient and qualified labour in order to gain future returns (Lockett & Wright, 2005; Rothaermel, Agung,& Jiang, 2007, Meyer et al, 2017).

When it comes to *entrepreneurial resources and management*, the university has to search for financing partners who are able to focus on the university in terms of research collaboration, model of partnership benefiting from its potentials to increase business interest. Such partners can vary in segments; they can be service providers, banks and firms or academic entrepreneurs or agencies (Golovchanskaya, Shakhovskaya, Korotkevich, & Lysiankova, 2018). The focus of such partners takes the shape of improving the access to finance, through bringing more venture capital and invest it in the university. This can happen when the university leaders can provide such partners with a solid, organized and innovative strategy that draws the lines towards future and promising results and returns (Lockett et al, 2005, Schaeffer & Matt, 2016 & Meyer et al, 2017)

Another point, there must be a direct and indirect contribution from the private sector to actively create a venture capital funds (Messersmith & Wales, 2013). This usually comes as a mix of management by private sector and a fund that is spent in the university in order to guarantee the seeds of development of entrepreneur opportunities in the university. Important to mention that policy makers at the university have a key role in bringing such approach into flourishing through bringing the university efforts and potentials to a the phase of scaling up (Isenberg, 2013) also, brining the organizational development in agenda to ensure growth and future returns (Mason & Brown, 2014).

According to Fritsch & Wyrwich (2018) *the entrepreneurial culture* has been seen as region or environmental specific entrepreneurial values and practices that have been understood gradually within the institution and practiced in the organization over long time periods. Interestingly, University leaders

are the key players in practicing Entrepreneurial culture when it comes to academic context. Through their believe of the importance of empowering their workers and creating an environment that enhances performance and increasing efficiency. Another point, it's essential to create an environment that is managed within ethical principles especially in managing the entrepreneurial resources (Budyldina, 2018).

2.2 Organizational Ambidexterity

According to Wan, Cenamor, Parker & Van Alstyne (2017) Organizational Ambidexterity represents the ability of the university to efficiently manage and balance the conflicting and demanding requirements to achieve future goals and reach a better performance. Some argues that OA is highly connected with competitive advantage. In which Mom, Chang, Cholakova, & Jansen (2019) and O'Reilly & Tushman, 2013 refer to it as a key requirement to establish a competitive advantage and competences that bring fundamental changes to the organization. Meanwhile, Winterhalter, Zeschky & Gassmann (2016) see it as a tool that fits the process of integration the university strategies and insights. Many researchers have found that Organizational Ambidexterity has positive impact on different organizational factors. For instance, it leads to increasing the firms sales and a faster growth as reported by (Burton, O'Reilly & Bidwell, 2012;), also, it improves the organizational performance and innovation and a key element for the organization survival as highlighted by O'Reilly III & Tushman (2013).

According to (Hill & Birkinshaw, 2012, Yigit, 2013, O'Reilly III & Tushman 2013, Abuzaid, 2016, & Peng, Lin, Peng & Chen, 2019) organizational ambidexterity stems its impact through two main dimensions:

- **Exploration**

This dimension refers to the activities in which organizational learning can be achieved through the activities search, experimentation, innovation. In other words, organization needs to seek opportunities and to implement search mechanisms in order to create new services, entrepreneurial opportunities or processes. This in turn, brings the organization into the possibility to take risk, and to be flexible in making new changes in its strategies and to discover new paths to achieve the goals and to increase effectiveness. Important to mention, that exploration process can bring the organization sometimes into radical changes as entrepreneurial change requires sometimes a move into what is new and innovative.

- **Exploitation**

This dimension refers to the process in which the organization can implement or execute the learning activities have been collected in the exploration process. In other words, this dimension highlights the knowledge in which the organization requires to make continuous improvement. Moreover, this dimension is interconnected with the leaders core competencies the and process of developing their capabilities.

Theoretically, OA has been addressed by many researchers. Some views vary when it comes to its impact and the associate variables that might influence the effectiveness of the organization and the level of practicing OA. In this context, Some researchers like (Mitra, Gaur & Giacosa, 2019) have found out that OA is key factor that determines the organization success or failure. Others like (Fosso Wamba et al., 2015) found out that OA is crucial factor that influences the process of creating organizational transformation. Others like Acharya et al., 2018, see that it has a positive impact on managing the organization's resources. Meanwhile, Wamba et al., 2017 state that such variable is interconnected with the organizational and strategic objectives, especially at universities. Singh and Delios, (2017) have found out that OA has a positive impact on innovation performance outcomes. In other words, the more the organization's leaders are ambidextrous the more the performance tend to be best-in class. This in

turn makes the organization able to achieve a competitive advantage and to entitle a higher level comparing to competitors.

Within the university context, OA has been associated with many elements that influence the performance and the agility of achieving goals and keeping up with the university future vision and perspective. Some elements were studied to measure the impact of OA on innovation and some have tackled performance. According to (Hughes, 2018, Stettner, Hult, Morgeson III, , Morgan, Mithas, & Fornel, 2017, Lavie, 2014, Nosella, Cantarello, & Filippini , 2012) there are fundamental elements that are attributed to OA:

1. **Simultaneity:** this refers to the ability to perform innovatively routine or nonroutine tasks. In other words, the ability of the leaders to have the behavioral capacity to show or perform adaptability within the work environment. This element can be seen as an indicator for the flexibility of university leaders in performing administrative tasks and fulfilling the need of the daily-based decisions.
2. **Balance:** the ability to create a state of equilibrium between the internal and external resources with keeping the organization performance and exploration of new once. This element requires certain managerial mechanisms that make the flow of processes smooth and to be aware of the competitiveness level that can be challenging and demanding.
3. **Magnitude:** the state in which the organization is capable to compete with other organizations with a distinguished competitive advantage, as well, to be able to overcome the challenges that face achieving goals especially those contrasting goals. This element brings together a matching state between the exploration and the exploitation processes.

Ambidexterity in universities might face some challenges (Ahamad , Malul, & Shoham, 2015) . university leaders face sometimes a difficulties in harmonizing and balancing the university strategies with the capabilities or the resources (Wang & Rafiq, 2014). In other words, the university administration might find it difficult to find a state of balance between the HRM and the capital architectures, or the organizational culture and the leadership practices (Ahammad, Glaister & Junni, 2019).

2.3 Research Model and Hypotheses

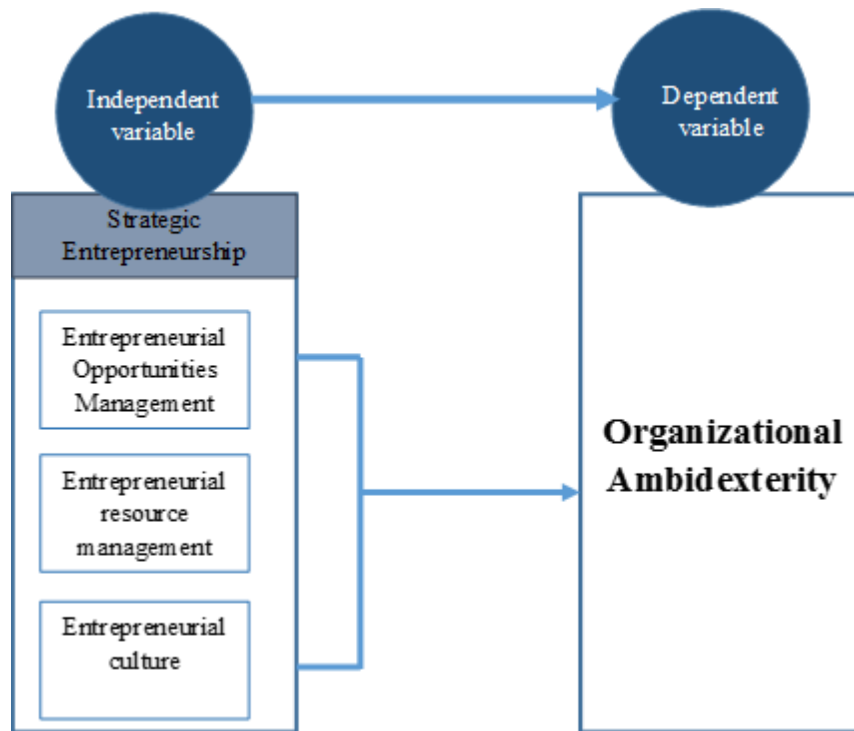


Figure (1) Research's Proposed Model

Based upon theoretical background and literature review, the following hypotheses are developed NS examined in this study:

- **The main hypothesis:** There is no statistically significant impact ($\alpha = 0.05$) of strategic Entrepreneurship with its dimensions (Entrepreneurial Opportunities Management, Entrepreneurial resource management, Entrepreneurial Culture) on organizational Ambidexterity.

The main hypothesis is divided into one sub- hypothesis:

- There was no statistically significant effect ($\alpha = 0.05$) of the different strategic leadership dimensions (Entrepreneurial Opportunities Management, Entrepreneurial resource management, Entrepreneurial Culture) on organizational ambidexterity.

3 Methodology

This study adopted the descriptive-analytical approach.

3.1 Population and Sample

The study population consisted of vice presidents, deans, and heads of academic departments at the Middle East University. Therefore, the study sample consisted of (29) individuals.

3.2 Demographic variables of the study sample:

Table (1) shows the distribution of the sample study by demographic variables:

Table (1): The distribution of the sample study by demographic variables

Variable	Level	Percentage	Frequency
Gander	Male	24	82.8%

	Female	5	17.2%
Age	30 - less than 35 years old	2	%6.9
	35 - less than 40 years old	8	%27.6
	40 - less than 45 years old	6	%20.7
	45 years and over	13	%44.8
Academic Level	Assistant Professor	9	%31.0
	Associate Professor	14	%48.3
	professor	6	%20.7
Job title	Vice President	3	%10.3
	Dean	8	%27.6
	Head Of The Department	18	%62.1
Years of Experience	Less than 5 years	2	%6.9
	5 - less than 10 years	8	%27.6
	10 - less than 15 years old	10	%34.5
	15 years and over	9	%31.0

3.3 Tool Validity and Reliability

Measure the Internal Consistency

The researcher calculated the correlation coefficient between the items and the study dimensions. Table (2) shows the values of the correlation coefficients between the items and the overall performance:

Table (2): The values of the correlation coefficients between the items and the overall performance

Field	Dimensions	Item No.	Correlation coefficient	Significance level
Strategic Entrepreneurship	Entrepreneurial Opportunities Management	1	0.89	0.00**
		2	0.90	0.00**
		3	0.87	0.00**
		4	0.85	0.00**
		5	0.81	0.00**
	Entrepreneurial resource management	6	0.44	0.02**
		7	0.53	0.003**
		8	0.51	0.005**
		9	0.76	0.00**
		10	0.79	0.00**
	Entrepreneurial culture	11	0.74	0.00**
		12	0.87	0.00**
		13	0.78	0.00**
		14	0.90	0.00**
		15	0.72	0.00**
Organizational Ambidexterity	Organizational Ambidexterity	16	0.56	0.001**
		17	0.68	0.00**
		18	0.72	0.00**
		19	0.78	0.00**
		20	0.61	0.00**

** Statistically significant at the level ($\alpha=0.05$)

Table (2) shows that all the values of item correlation coefficients were high and statistically significant at the level ($\alpha= 0.05$). Thus, there were an acceptance of all items. This enhances the validity of the internal consistency of the study tool.

Tool Validity:

Table (3) shows the values of Cronbach's Alpha stability for the study dimensions and the overall tool.

Table (3): The values of Cronbach's Alpha stability for the study dimensions and the overall tool

Fields	Items No.	Cronbach's Alpha
Entrepreneurial Opportunities Management	5	0.92
Entrepreneurial resource management	5	0.70
Entrepreneurial culture	5	0.86
Organizational Ambidexterity	5	0.71
Overall Tool	20	0.92

As it has been shown from table (3), All values of the Cronbach's Alpha were acceptable. The values of the Cronbach's Alpha coefficients indicate that the study tool has an acceptable stability coefficients and is capable of achieving the study purposes.

4. Results

4.1 Descriptive Statistics for the Tools' Fields

Respondents used a five-point Likert scale to rate all items as the followed:

Grade	1	2	3	4	5
Rating	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

The following criterion was used for assessing the relative importance of the items:

Category	1-1.80	1.80 -2.60	2.61-3.40	3.41-4.20	4.21-5
Rating	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

First: the dimensions of the independent variable.

1- Entrepreneurial Opportunities Management

To describe and analyze the fields of study, the mean values, standard deviations, item rank, and significance level were calculated. Table (4) shows the results of the analysis related to the dimension of entrepreneurial opportunities management:

Table (4): Values of mean and standard deviations for the dimension of entrepreneurial opportunities management

No.	Item	Mean	Standard Deviations	Item Rank	Significance Level
1	University leaders have the ability to deal with entrepreneurial opportunities.	4.41	0.82	3	Strongly Agree
2	University leaders rank entrepreneurial opportunities based on their added value.	4.31	0.85	4	Strongly Agree
3	University leaders deal with entrepreneurial opportunities based on their previous experiences.	4.24	0.79	5	Strongly Agree
4	University leaders choose entrepreneurial opportunities that meet the needs of the labour market.	4.45	0.83	2	Strongly Agree
5	University leaders prefer to deal with entrepreneurial opportunities with future returns.	4.62	0.73	1	Strongly Agree
	Entrepreneurial Opportunities Management	4.41	0.70	Strongly Agree	

As evident from table (4), the values of the mean ranged between (4.62 - 4.24) and a standard deviations was between (0.85 - 0.73). All the items obtained a strongly agree degree of estimation. The mean value for the entrepreneurial opportunity dimension was (4.41), with a standard deviation of (0.70), and with a degree strongly agreed. This indicates that the strategic leadership is related to discovering and exploiting new opportunities in the external and internal environment, which highlights the role of identifying opportunities and taking some measures to discover them, which makes the environment conducive to creating wealth for the university. This also indicates the fact that the discovery of new opportunities contributes to enhancing the university's competitive advantage and improving its reputation. Dang & McKelvey, (2016) emphasized that opportunities are a condition to entrepreneurship. Therefore, Entrepreneurial activities are essential to explore opportunities. Hence, such activities are linked to innovation and achieving competitive advantage.

2- Entrepreneurial resource management

Table (5) shows the results of the analysis related to the dimension of entrepreneurial resources management:

Table (5) Values of mean and standard deviations for the dimension of entrepreneurial resources management

No.	Item	Mean	Standard Deviations	Item Rank	Significance Level
6	University leaders are concerned with reducing the unproductive part of their annual financial budget	4.66	0.55	2	Strongly Agree
7	University leaders are interested in developing its human capital.	4.41	0.63	3	Strongly Agree
8	University leaders focus on upgrading the university's infrastructure	4.72	0.45	1	Strongly Agree
9	University leaders is developing a plan to University leaders manage the various entrepreneurial resources.	4.28	0.75	4	Strongly Agree
10	University leaders allow repeating the entrepreneurial experiences in case one of them fails.	3.69	0.81	5	Strongly Agree

entrepreneurial resources management	4.35	0.40	Strongly Agree
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As evident from table (5), the values of the mean ranged between (4.72- 3.69) and a standard deviations was between (0.81 - 0.45). All the items obtained a strongly agree degree of estimation. The mean value for the entrepreneurial opportunity dimension was (4.35), with a standard deviation of (0.40), and with a degree strongly agreed. This can be because the university relies mainly on its talented human resources and material resources in achieving a competitive advantage and in creating an environment capable of innovation and in order to meet the needs of universities. Golovchanskaya, Shakhovskaya, Korotkevich, & Lysiankova, (2018) illustrate that the university has to search for finding financing partners who are able to focus on the university in terms of research collaboration, model of partnership benefiting from its potentials to increase business interest. Such partners can vary in segments; they can be service providers, banks and firms or academic entrepreneurs or agencies.

3- Entrepreneurial culture

Table (6) shows the results of the analysis related to the dimension of entrepreneurial culture:

Table (6) Values of mean and standard deviations for the dimension of Entrepreneurial culture

No.	Item	Mean	Standard Deviations	Item Rank	Significance Level
11	University leaders give their workers a wide degree of powers at work	4.14	0.74	4	Agree
12	University leaders encourages adopting the studied risks in making decisions	4.03	0.91	5	Agree
13	University leaders create an environment that stimulates the performance of entrepreneurs.	4.45	0.74	2	Strongly Agree
14	University leaders reward employees with outstanding performance.	4.31	0.85	3	Strongly Agree
15	University leaders adhere to ethical principles in managing their entrepreneurial resources	4.69	0.47	1	Strongly Agree
Entrepreneurial culture		4.32	0.60	Strongly Agree	

As it has been shown in table (6), the values of the mean ranged between (4.69- 4.03) and a standard deviations was between (0.91 - 0.47). All the items obtained a strongly agree degree of estimation. The mean value for the entrepreneurial opportunity dimension was (4.32), with a standard deviation of (0.60), and with a degree strongly agreed. This result may be explained by the fact that entrepreneurial culture at the strategic level stimulates cooperative learning among employees, and enhances their creativity so that they can overcome difficulties in daily tasks. Entrepreneurial culture also contributes to generating skills to respond to changes, respond and solve problems with ease. Budyldina, (2018) concluded that, it is essential to create an environment that is managed within ethical principles especially in managing the entrepreneurial resources.

Second: The Dependent Variable

Organizational Ambidexterity

Table No. (7) shows the results of the analysis related to the second axis represented by the Organizational Ambidexterity dimension.

Table (7) Values of mean and standard deviations for the dimension of Organizational Ambidexterity

No.	Item	Mean	Standard Deviations	Item Rank	Significance Level
16	University leaders design academic programs that suit the requirements of the labour market	4.55	0.51	2	Strongly Agree
17	University leaders are interested in studies that predict variables and opportunities that may occur in the external environment to invest them.	4.28	0.59	3	Strongly Agree
18	University leaders has effective communication rules to receive stakeholders 'reactions	4.55	0.74	2	Strongly Agree
19	University leaders attract individuals with distinct skills and expertise	4.55	0.63	2	Strongly Agree
20	University leaders are investing the university's various resources to work on diversifying its revenue sources.	4.66	0.61	1	Strongly Agree
Organizational Ambidexterity		4.52	0.42	Strongly Agree	

As it has been shown in table (7), the values of the mean ranged between (4.66- 4.28) and a standard deviations was between (0.74 - 0.51). All the items obtained a strongly agree degree of estimation. The mean value for the entrepreneurial opportunity dimension was (4.52), with a standard deviation of (0.42), and with a degree strongly agreed. This can be attributed to the eagerness of leaders at the Middle East University to discover competencies, take advantage of new opportunities, and adapt to changes in the external environment so that they can achieve superior performance, and ensure that they stay longer in the competitive environment.

4.2 Analysis of the suitability of the data to test the hypotheses of the study assumptions

Before starting to apply regression analysis to test the study hypotheses, the researcher conduct statistical tests to ensure the suitability of data for the regression analysis assumptions. No high correlation was established between the Multicollinearity variables using the Variance Inflation Factor (VIF), and the Tolerance test allowed for each of the study variables taking into account that the allowable variance coefficient (VIF) did not exceed the value (10), and that Tolerance allowed variance value is greater than (0.05). Table (8) shows the results of the analysis:

Table (8): Results of the allowed contrast and contrast inflation test

Independent Variable	VIF	Tolerance
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Entrepreneurial Opportunities Management	2.258	0.443
Entrepreneurial resource management	2.021	0.495
Entrepreneurial culture	1.821	0.549

As it has been shown in table (7) there is no multicollinearity between the dimensions of the independent variable (strategic Entrepreneurship), where all the values of (VIF) were for the dimensions (Entrepreneurial Opportunities Management, Entrepreneurial resource management, Entrepreneurial Culture) of (2.258, 2.021, 1.821). Respectively, which is less than (10).

As it has been shown in the above table that the values of Tolerance allowed variance test ranged between (0.549 - 0.443) which are all greater than (0.05). This is an indication of the independent study variables from each other.

4.3 Testing Hypotheses

The main hypothesis: There is no statistically significant impact ($\alpha = 0.05$) of strategic Entrepreneurship with its dimensions (Entrepreneurial Opportunities Management, Entrepreneurial resource management, Entrepreneurial Culture) on organizational Ambidexterity.

To test this hypothesis, a Simple Linear Regression was used because this hypothesis examines the effect of all dimensions of an independent variable combined on a single dependent variable, organizational Ambidexterity. Table No. (9) shows the results of testing this hypothesis:

Table (9): The results of the main hypothesis test

Main Hypothesis	F Value	Sig.	Adjusted R ²	R	R ²
There is no statistically significant impact ($\alpha = 0.05$) of strategic Entrepreneurship with its dimensions (Entrepreneurial Opportunities Management, Entrepreneurial resource management, Entrepreneurial Culture) on organizational Ambidexterity	32.386	0.00**	0.529	0.738	0.545

** Statistically significant at the level ($\alpha=0.05$)

As it has been shown in table (9) the value of the correlation coefficient R is equal to (0.738), and the value of the determining coefficient (R²) was (0.545), and this is explained by the model that the effect value between the independent variable (strategic Entrepreneurial) on the dependent variable

(organizational Ambidexterity) With a rate of (54.5%) on organizational Ambidexterity, and that there are other factors that may affect the dependent variable (Organizational Ambidexterity).

The results of the analysis showed that the value of (F) equals (32,386) with a level of significance (0.00) and this value is statistically significant at the level of statistical significance ($\alpha=0.05$), and this indicates an effect of strategic entrepreneurial on organizational ambidexterity in the Middle East University in Jordan. This result explains that the application of strategic leadership at the university contributes to exploring and exploiting opportunities in the internal and external environment, and creating an environment rich with new ideas and creativity; encourages risk, and supports products, services and administrative innovations, in which the success and advancement of the institution.

The main hypothesis is divided into one sub- hypothesis:

There was no statistically significant effect ($\alpha = 0.05$) of the different strategic leadership dimensions (Entrepreneurial Opportunities Management, Entrepreneurial resource management, Entrepreneurial Culture) on organizational ambidexterity.

To test this hypothesis, a multiple regression analysis was used because this hypothesis examines the effect of a group of independent variables on a single dependent variable. Table (10) shows the results of the analysis:

Table (10): Results of the test for the sub-hypothesis emanating from the main hypothesis

Main Hypothesis	The Dependent Variable	B	Std. Error	Beta	T value	Sig.
Entrepreneurial Opportunities Management	organizational Ambidexterity	0.394	0.087	0.659	4.549	0.00**
Entrepreneurial resource management		0.804	0.125	0.778	6.433	0.00**
Entrepreneurial Culture		0.375	0.111	0.543	3.364	0.00**

** Statistically significant at the level ($\alpha=0.05$)

As it has been shown in table (10), the following results are observed:

1. There was a statistically significant impact ($\alpha = 0.05$) of the entrepreneurial opportunities management on organizational ambidexterity, where the value of (T) (4.549) reached a level of significance (0.00) and this value is statistically significant at the level ($\alpha = 0.05$).
2. There was a statistically significant impact ($\alpha = 0.05$) of the management of entrepreneurial resource management on organizational ambidexterity, where the value of (T) (6.433) reached a level of significance (0.00) and this value is statistically significant at the level ($\alpha = 0.05$).
3. There was a statistically significant impact ($\alpha = 0.05$) of the entrepreneurial culture on organizational ambidexterity, where the value of (T) (3.364) reached a level of significance (0.00) and this value is statistically significant at the level ($\alpha= 0.05$).

5. Results and Discussions

This study aims to understand The impact of strategic entrepreneurship on organizational ambidexterity. Besides, this study tries to examine role of strategic entrepreneurship in at the university in exploring and exploiting opportunities in the internal and external environment, and creating a rich environment with new ideas and creativity. The results of the analysis support the assumptions that stating that strategic entrepreneurship will have a direct positive impact on organizational ambidexterity in Middle East University practices and services. These results are consistent with the results of previous studies reached by various schoolers. For example, Yang, D., Cu & Pan (2016) concluded that there is a

relationship and a link between strategic entrepreneurship and organizational ambidexterity, so that a culture of entrepreneurship contributes to achieving better performance and reduce the risk simultaneously.

The results showed that strategic entrepreneurship affects directly the university's performance, as it promotes innovation in it and implements its business in a new and creative way. As strategic leadership affects not only financial performance but also the improvement of human resource performance, the development of their skills and the refinement of their expertise to the benefit of the institution.

5.1 Research Limitations and Direction for Further Research

There were some limitations within this study that must be taken into account; first being the human limitation, where the study population was limited to include university leaders who work at Middle East University in Amman, Jordan only. The second limitation would be insincerity and conflict when answering the questionnaire by some of the participants, resulting in these questionnaires being excluded by the researcher and not being included in the final analysis.

It would also be preferable to widen the scope and include universities other than the chosen one from across the entire Hashemite Kingdom of Jordan. Further qualitative research would be needed in the future to accurately measure the impact of strategic entrepreneurship on the lean thinking.

Further research into the broader impact of strategic entrepreneurship on organizational ambidexterity with any new outcomes, whether they are positive or negative, would be highly appreciated by the researcher.

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