

# The Relation among Sparking Leadership, Organizational Prestige and Work Passion as Perceived by Academic Teaching Staff

**Manar Abd El-Naby Awaad<sup>1</sup>, Ehsan Saad Soliman<sup>2</sup>, Asmaa Khaled Abd El-Aziz<sup>3</sup>**

<sup>1</sup> Instructor of Nursing Administration Department, Faculty of Nursing, Benha University

<sup>2</sup> Assistant professor of Nursing Administration Department, Faculty of Nursing, Benha University

<sup>3</sup> Lecturer of Nursing Administration Department, Faculty of Nursing, Benha University

## Abstract

**Background** In the highly competitive work environment of today, higher education organizations seem to be lacking work passion. Leaders who ignite passion and light the spark in employees creating the fire in their work environment are called the “sparking leaders” who play an important role in organizations, they have a positive effect on the subordinates’ work passion, which further leads to a higher organizational prestige. **Aim:** The study aims to assess the relation among sparking leadership, organizational prestige and work passion as perceived by academic teaching staff. **Research design:** A descriptive correlational design was utilized. **Setting:** This study was conducted at the Faculty of Nursing, Benha University. **Subjects:** All available academic teaching staff (١٢٥) who were working at the previously mentioned setting during the time of data collection. **Tools of data collection:** Three tools were used to collect data; I) Sparking leadership scale, II) organizational prestige questionnaire, III) Work passion questionnaire. **Results:** The results showed that the majority (٨٠.٠%) of the studied academic teaching staff have high perception regarding sparking leadership, also more than three quarters (٧٥.٢%) of them have high perception regarding organizational prestige, in addition more than three quarters (٧٦.٨%) of them have high perception regarding work passion. **Conclusion:** There was a high statistically significant positive correlation between sparking leadership, organizational prestige and work passion as perceived by academic teaching staff. **The study recommended** that academic leaders should keep academic teaching staff work passion by fostering a supportive and engaging work environment, recognizing and rewarding teaching excellence through awards, promotions, or public acknowledgment, providing opportunities for professional development, such as workshops, conferences, and research grants, which in turn enhance their performance and overall organizational prestige.

**Key words:** Academic teaching staff, Sparking Leadership, Organizational Prestige, Work Passion

## Introduction:

Leadership is accepted as a backbone of the success of the organization. Leaders significantly improves the ability of their followers for the profit of the organization. Accordingly, leadership in the higher education is more important than other types of the leadership styles in the market, whereas academic leaders are directly shaping the performances of their students that in turn

affects the market performance of the country (Toker, ٢٠٢٢).

In the highly competitive work environment of today, higher education organizations seem to be lacking work passion. Leaders who ignite passion and light the spark in employees to create the fire in their work environment are called the

“sparking leaders”. The sparking leaders play an important role in organizations, they have a positive effect on the subordinates’ work passion, which further leads to a higher job satisfaction (Yüncü & Ağtaş, 2024).

Today, the higher education organizations need leaders who will ensure that sparks have the ability to create the impact. These unique leaders who are called the “fire starters” or the “sparking leaders”, inspire the people around them to be better than they are. They are the ones who provide the spark for the employees to create the fire in the organizations (Bebitoğlu, 2020).

Sparking leadership is generally defined as the ability to ignite inspiration, enthusiasm and action within a team or organization, it involves motivating individuals, fostering innovation, encouraging creative problem solving through empowering the subordinates to think outside the box (Bebitoğlu, 2022).

Perhaps the biggest advantage of sparking leadership is how it leads to better rates of job satisfaction, but also sparking leadership has many advantages including: Improving employee morale, enhancing productivity, increasing subordinates engagement, increasing creativity and innovation, enhancing team cohesion, decreasing absenteeism and turnover rates, adaptability to change, personal and professional development and better conflict resolution which in turn enhances organizational prestige (El-Gazar *et al.*, 2024).

Since the middle of the last century, organizations have experienced rapid changes in many areas, both internal and external; markets, global competition, and customers' demands; these changes forced educational

organizations to focus on creating new approaches to their development to survive and grow in the work environment, have a clear direction that facilitates the achievement of its goals within the stipulated time. So, prestige is becoming a vital indicator of the overall organization's success, prosperity, and competitiveness (Jamal, 2020).

*Organizational prestige* refers to the collective perception of an organization as distinguished, respected, and admired within its community, or among stakeholders. It is a key intangible asset that can influence the organization’s success and sustainability. It is often shaped by factors such as the organization’s history, achievements, values, leadership, and contributions to its field or society. Prestige enhances an organization’s appeal to stakeholders, including customers, employees, investors, and partners. Building and maintaining prestige requires consistent excellence, ethical behavior, innovation, and positive public relations (Pratiwi *et al.*, 2022).

Perceived organizational prestige is divided into two main dimensions; Perceived internal prestige and Perceived external prestige. Firstly, *Perceived internal prestige (PIP)* represents how faculty, academic staff and students perceive the reputation, accomplishments, and values of their institution within the internal community. A high level of internal prestige fosters pride, engagement, and a sense of belonging among stakeholders, contributing to the overall success and sustainability of the organization which result in high level of work passion among academic teaching staff (Ahmed *et al.*, 2023).

Academic teaching staff work passion is the process of stimulating and inspiring academic teaching staff to actions, further to accomplish goals. Also, it is the core of

management process by which academic leaders can help academic teaching staff to work at a higher level and maximizing the abilities to devote considerable effort to achieve something that value in a way to achieve faculty objectives which in turn determines the large extent quality of educational process (Smith *et al.*, ٢٠٢٣).

Work passion has several dimensions including; work enjoyment which reflects that the academic teaching staff really enjoy and love their work, self-motivation which reflects that the academic teaching staff would still do their work even they received low pay, self-identity which reflects that the academic teaching staff feel that their work reflects the qualities that they like about themselves and Willingness to learn which reflects that the academic teaching staff make every effort to find new ways to improve their work (Ho & Astakhova, ٢٠٢٠).

In higher education organizations, the interplay among sparking leadership, organizational prestige, and work passion is essential for fostering academic excellence and organizational success, it also creates a thriving environment for both faculty and academic teaching staff. Sparking leaders who inspire and empower their academic teaching staff, foster an atmosphere where passion for teaching, research, and service can flourish. The relationship becomes cyclical, as passionate academic teaching staff contribute to the organization's success through high performance and doing their best to achieve better outcomes, which in turn elevate the organization's prestige, while sparking leadership continues to motivate and nurture this cycle of passion, enthusiasm, excellence and prestige (Al-Husseini & Elbeltagi, ٢٠٢٤).

#### **Significance of the study:**

Today, most of employees seem to be lacking of work passion, which can have a negative effect on their performance, increase their stress, affect their physical and mental well-being, increase the rate of absenteeism and the intentions to turnover, which furtherly affects the effectiveness and the productivity of the organization and has a bad effect on its internal and external prestige (Junjunan, ٢٠٢٠).

So, as the world is rapidly changing, it's necessary to change in the field of education and the leaders in the organizations of higher education should respond to these changes with different styles of leadership and use the right one for the right time and to the right degree. One of the primary goals of a leader is most likely to attract and keep motivated academic teaching staff and to focus on being a coach, a sergeant and empower them towards achieving the organizational goals (Smith *et al.*, ٢٠٢٣).

From the investigator's point of view: Academic leaders at Faculty of Nursing, Benha University provide a positive work environment for their staff, motivate and encourage academic teaching staff to do the best to achieve the goals of the organization which in turn affects on the staff and the organization as a whole, as all staff at Faculty of Nursing, Benha University act as one family, the faculty has obtained the accreditation for the ٢<sup>nd</sup> time in ٢٠٢١ from The National Authority for Quality Assurance and Accreditation of Education "NAQAAE". Also, the faculty has a good reputation among faculties of Benha University and other nursing faculties. So, this study will be conducted to assess the relation among sparking leadership, organizational prestige and work passion as perceived by academic teaching staff.

**Aim of the study:** This study aims to assess the relation among sparking leadership,

organizational prestige and work passion as perceived by academic teaching staff.

### **Research questions**

١. What are the levels of sparking leadership as perceived by academic teaching staff?
٢. What are the levels of organizational prestige as perceived by academic teaching staff?
٣. What are the levels of work passion as perceived by academic teaching staff?
٤. Is there a relation among sparking leadership, organizational prestige and work passion as perceived by academic teaching staff?

### **Subjects and methods:**

**Research design:** A descriptive correlational design was used to achieve the aim of the present study.

**Setting:** The current study was conducted in all academic departments at Faculty of Nursing, Benha University which was established in ١٩٩٢ and accredited on ٢٥/٨/٢٠١٤ by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) and reaccredited on ٢٧/١٠/٢٠٢١. It composed of four floors and six academic departments included; Medical Surgical Nursing department, Community Health Nursing department, Obstetric and Gynecological Nursing department, Nursing Administration department, Pediatric Nursing department, Psychiatric and Mental Health Nursing department. Also, it included: Quality Assurance Unit, Information Technology Unit, Strategic Planning Unit, Measurement and Evaluation Unit, Research and Scientific Publishing Unit, Crisis and Disaster Unit, Graduates Unit, Public Service Center, Community Service Unit and Psychological Counseling Unit.

**Subjects:** All available academic teaching staff (١٢٥) who were working at the previously mentioned setting during the time of data collection.

**Tools for Data Collection:** Three tools were used for data collection

### **Tool (I): Sparking Leadership Scale**

It consisted of two parts:

**Part (١):** Personal data of the academic teaching staff including; age, sex, marital status, academic department, academic degree and years of academic experience.

**Part (٢):** Sparking Leadership Scale was modified by the investigator after reviewing the related literature (**Bilginoglu & Yozgat, ٢٠١٨**) to assess the sparking leadership levels as perceived by the academic teaching staff. It included (١٤) items.

### **Scoring system:**

Responses of the academic teaching staff were measured by using a three points likert scale ranged from (١-٣) as; (٣) Agree, (٢) Neutral, and (١) Disagree. Finally the scores summed up and converted to percent scores. Range of scores from ١٤ to ٤٢ and cutoff point was done at ٦٠ % = ٢٥ points. Accordingly, levels of Sparking Leadership as perceived by academic teaching staff were categorized as the following;

- High perceived level → if the percent  $\geq ٧٥\%$  that equals (from ٣٢ to ٤٢) points.
- Moderate perceived level → if the percent from ٦٠% to  $< ٧٥\%$  that equals (from ٢٦ to ٣١) points.
- Low perceived level → if the percent  $< ٦٠\%$  that equals (from ١٤ to ٢٥) points (**Bebitoğlu, ٢٠٢٢**).

### **Tool (II): Organizational Prestige Questionnaire**

- A self-administrated questionnaire was developed by investigator after reviewing related literature (**Sharma, 2019; Pratiwi et al., 2022; Ahmed et al., 2023; Obianuju et al., 2023; Sharma & Tanwar, 2023**) to assess organizational prestige levels as perceived by academic teaching staff. It included (22) items grouped under two dimensions as the following; Perceived internal prestige (11 items) and Perceived external prestige (11 items).

#### Scoring system:

The academic teaching staff responses were rated by using a three points Likert Scale ranged from (1-3) as; (3) Agree, (2) Neutral, and (1) Disagree. Finally the scores of each dimension summed up and converted to percent scores. Range of scores from 22 to 81 and cutoff point was done at 60 % = 49 points. So, the levels of organizational prestige as perceived by academic teaching staff were categorized as the following;

- High perceived level → if the percent  $\geq 70\%$  that equals (from 71 to 81) points.
- Moderate perceived level → if the percent from 60% to  $< 70\%$  that equals (from 49 to 70) points.
- Low perceived level → if the percent  $< 60\%$  that equals (from 22 to 48) points (**Sharma & Tanwar, 2023**).

#### Tool (III): Work Passion Questionnaire

A self-administrated questionnaire was developed by investigator after reviewing related literature (**Chen et al., 2020; Landay et al., 2022; Smith et al., 2023**) to

assess work passion levels as perceived by academic teaching staff. It included (22) items grouped under four dimensions as the following; Work enjoyment (11 items), self-motivation (6 items), self identity (11 items), willingness to learn (6 items).

#### Scoring system:

The academic teaching staff responses were rated by using a three points Likert Scale ranged from (1-3) as; (3) Agree, (2) Neutral, and (1) Disagree. Finally the scores of each dimension summed up and converted to percent scores. Range of scores from 22 to 96 and cutoff point was done at 60 % = 58 points. So, the levels of work passion as perceived by academic teaching staff were categorized as the following;

- High perceived level → if the percent  $\geq 70\%$  that equals (from 71 to 96) points.
- Moderate perceived level → if the percent from 60% to  $< 70\%$  that equals (from 58 to 70) points.
- Low perceived level → if the percent  $< 60\%$  that equals (from 22 to 57) points (**Landay et al., 2022**).

#### Preparatory phase:

This phase took about three months from the beginning of April 2024 to the end of June 2024. In this phase the investigator reviewed recent available national and international related literature using journals, magazines, periodicals, textbooks, internet and theoretical knowledge of the various aspects concerning the study topics and developed the tools for data collection. Finally, the tools were revised and modified then approved by the study supervisors.

**Tools validity:** The study tools of data collection were revised by five Experts from Nursing Administration departments of different

Faculties; two Assistant Professors from Ain-Shams University, one Assistant Professor from Zagazig University, one Assistant Professor and one Lecturer from Benha University. The validity of the tools aimed to judge its clarity, comprehensiveness, relevance simplicity and accuracy. All of their remarks were taken into consideration and some items were rephrased as; "I often attempt to perform the work in the best possible way" after jury became "I often attempt to perform the work in the best possible way". To arrive at the final version of the tools. The tools were regarded as valid from the experts' point of view. It took two months from the beginning of July ٢٠٢٤ to the end of August ٢٠٢٤.

**Pilot study:** A pilot study was conducted at September ٢٠٢٤ to test the sequence of items feasibility, practicability and applicability of the study tools, clarity of the language and to estimate the time needed for filling each tool. It was done on ١٠ % of total academic teaching staff that means ١٣ academic teaching staff "(٤) professors, (٥) assistant professors and (٤) lecturers". No modification was needed so this sample was included in the final study sample size.

**Field work:** Data collection took about one month in October ٢٠٢٤. The investigator prepared the questionnaire electronically via Google form design. The investigator sent the link

(<https://forms.gle/aU٥TvMuaKwr٣AE٦S٦>) to the study subject through the WhatsApp groups via heads of different academic departments who explained the aim and the nature of the study and the method of filling the electronic questionnaires to the academic teaching staff in their departments. Data was collected daily and the average numbers of responses per day was ranged from ٤-٥ responses from the academic teaching staff.

**Administrative design:** An official permission was issued from Dean of the Faculty of Nursing, Benha University to allow the investigator to collect the data. This approval was given after clarifying the nature of the study.

**Ethical Considerations:** The study conducted with careful attention to ethical standards of research and rights of the participants. Before conducting the study, ethical approval was obtained from scientific research ethical committee at Faculty of Nursing, Benha University (Appendix VII), the investigator explained the nature and aim of the study to the academic teaching staff and gained their oral approval and cooperation. All the academic teaching staff were assured that all gathered data used for research purpose only. Additionally, academic teaching staff were allowed to withdraw from the study at any time without giving reasons and confidentiality of the gathered data and results were secured to ensure scientific honest, the investigator used bracketing and intuiting to avoid bias.

**Statistical design:** The collected data organized, tabulated and statistically analyzed by using the computer software of Microsoft Excel Program and Statistical Package for Social Science (SPSS) version ٢٥. Descriptive statistics were applied in the form of frequencies and percentage for categorical data, the mean (X) and standard deviation (SD) for quantitative data. Chi square test used to assess the association between two variables. Correlation coefficient test (r) was used to test the correlation between studied variables. Linear regression model was used to analysis of the predictors of work passion among academic teaching staff. Reliability of the study tools was done using Cronbach's Alpha.

Degrees of significance of results were considered as follows:

- P-value  $\geq 0.05$  Not significant
- P-value  $< 0.05$  Significant
- P-value  $< 0.01$  Highly Significant

## Results

**Table (1);** Shows that, less than half (48.0%) of the studied academic teaching staff are in the age group  $\geq 40$  years with mean  $\pm$ SD 39.3 $\pm$ 3.00 years. As regard to gender and marital status, all and the vast majority (100.0% and 88.8%) of them are female and married, respectively. In addition, about one quarter (24.8%) of them from medical surgical nursing department. Also, more than two fifths (42.2%) of them are lecturer. Moreover, more than half (51.2%) of them have  $\geq 20$  academic experience with mean  $\pm$ SD 17.34 $\pm$ 5.77 years.

**Figure (1);** shows that, the majority (88.0%) of the studied academic teaching staff have high perception regarding sparking leadership. While, less than one fifth (16.0%) of them have moderate perception. While, the minority (6.0%) of them have low perception.

**Figure (2);** displays that, more than three quarters (75.2%) of the studied academic teaching staff have high perception regarding organizational prestige. While, less than one fifth (17.6%) of them have moderate perception. While, the minority (7.2%) of them have low perception.

**Figure (3);** shows that, more than three quarters (76.8%) of the studied academic teaching staff have high perception regarding work passion. While, less than one fifth (16.8%) of them have moderate perception. While, the minority (6.4%) of them have low perception.

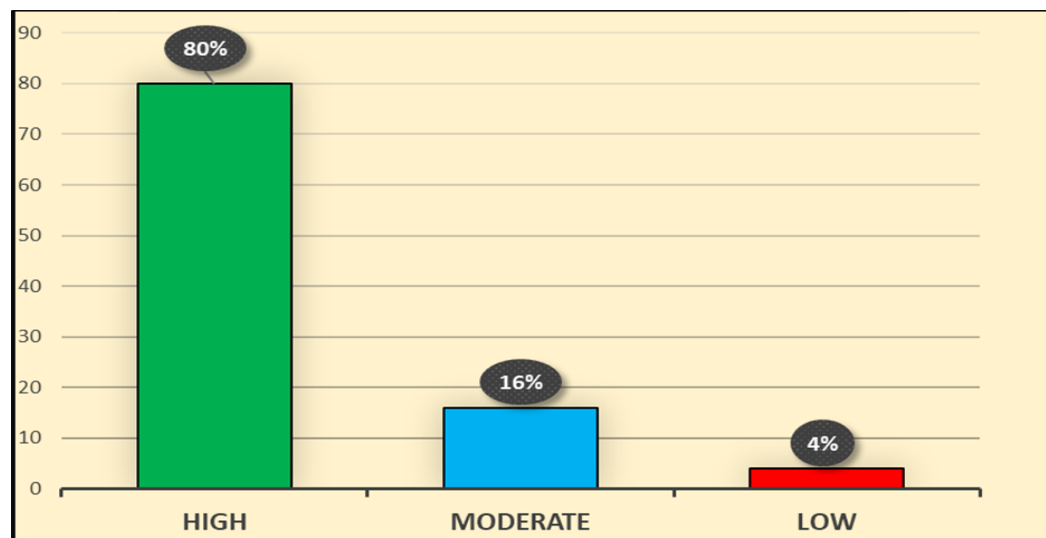
**Table (2);** shows that, there is a highly statistical significant positive correlation between sparking leadership, organizational prestige and work passion among the academic teaching staff at ( $P < 0.01$ ).  $r$

with electronic learning platform utilization (13.1 $\pm$ 4.602, 10.78 $\pm$ 0.009, 14.79 $\pm$ 4.830 & 14.83 $\pm$ 4.601) among the first, second, third and the fourth year respectively.

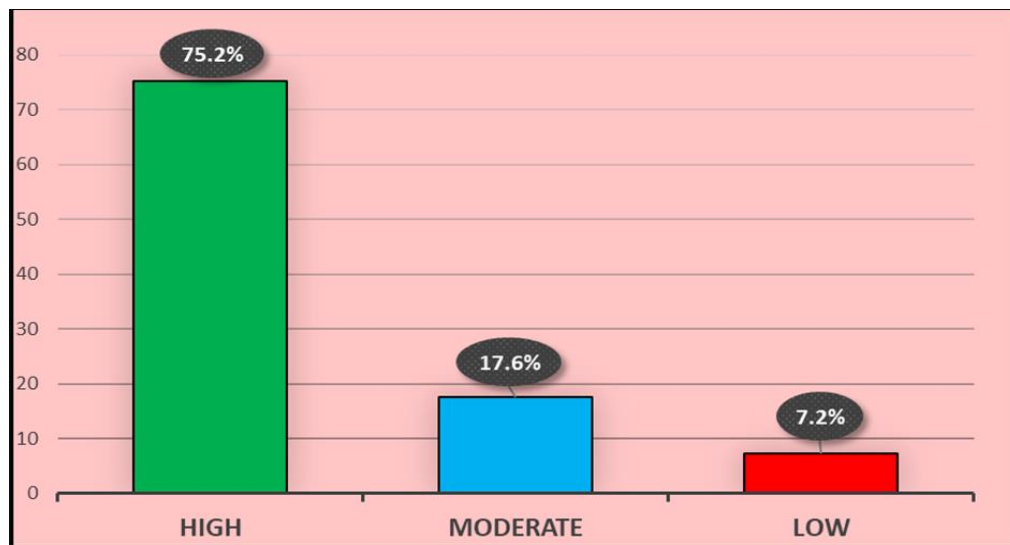
**Table (1):** Frequency distribution of the studied academic teaching staff according to their personal data (n=120).

Personal data of the studied academic teaching staff	No.	%
Age (Years)		
30.<35	29	23.2
35<40	36	28.8
≥ 40	60	48.0
Range	(30.-50.)	
Mean ± SD	39.30±3.00	
Sex		
Male	0	0.0
Female	120	100.0
Marital status		
Married	111	88.8
Unmarried	14	11.2
Academic department		
Medical surgical nursing	31	24.8
Community health nursing	21	16.8
Obstetrics and gynecological nursing	19	15.2
Nursing administration	19	15.2
Pediatric nursing	20	16.0
Psychiatric and mental health nursing	10	12.0
Academic degree		
Lecturer	54	43.2
Assistant professor	44	35.2
Professor	27	21.6
Years of academic experience (years)		
< 10	18	14.4
10 < 15	26	20.8
15 < 20	17	13.6
≥ 20	64	51.2
Range	(6-27)	
Mean ± SD	17.34±5.77	

**Figure (١):** Total levels of sparking leadership as perceived by academic teaching staff

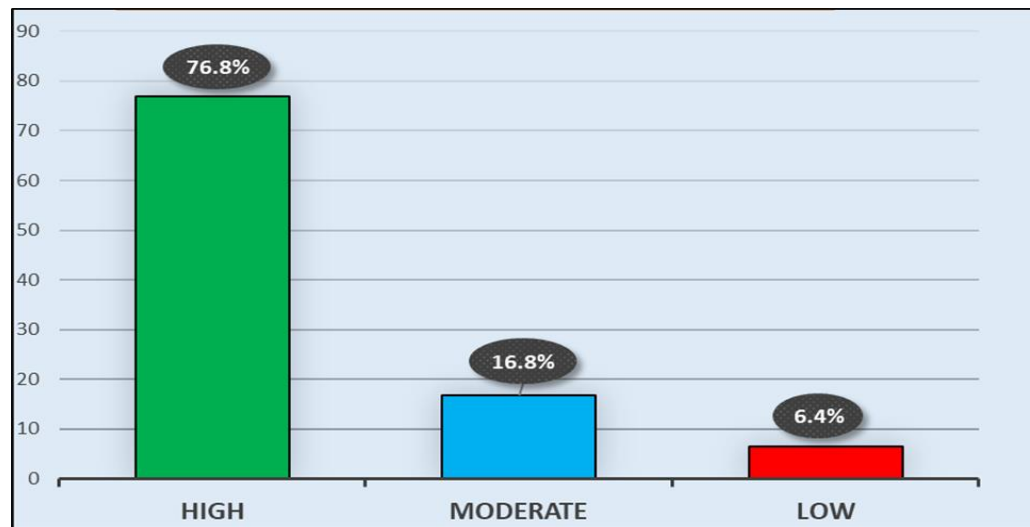


**Figure (٢):** Total levels of organizational prestige as perceived by academic teaching staff





**Figure (٣):** Total levels of work passion as perceived by academic teaching staff



**Table (٣):** Correlation between sparking leadership, organizational prestige and work passion as perceived by the academic teaching staff.

Variables	sparking leadership		organizational prestige	
	r	p-value	r	p-value
sparking leadership			.٦٨٣	٠.٠٠٠**
work passion	٠.٥٦٣	٠.٠٠٠**	٠.٦١٣	٠.٠٠٠**

## Discussion:

In higher education organizations, sparking leadership plays a pivotal role in shaping organization's culture and driving academic teaching staff motivation. When academic leaders inspire trust, innovation, and a shared vision, they elevate the organization's reputation, contributing to its prestige. Organizational prestige, in turn, drives high academic standards, strengthens the pride and commitment of academic teaching staff, fueling their passion for their work which make academic teaching staff go beyond routine tasks, inspiring students and contributing to the organization's success (Kilag *et al.*, 2024).

The current study was conducted to assess the relation among sparking leadership, organizational prestige and work passion as perceived by academic teaching staff that can be achieved through the following objectives; assessing sparking leadership levels as perceived by academic teaching staff, assessing organizational prestige levels as perceived by academic teaching staff, assessing work passion levels as perceived by academic teaching staff, and determining the relation among sparking leadership, organizational prestige and work passion as perceived by academic teaching staff.

Regarding to personal data of the academic teaching staff, the findings of the present study illustrated that, less than half of the studied academic teaching staff are in the age group  $\geq 40$  years. As regard to gender and marital status, all and the vast majority of them are female and married, respectively. In addition, about one quarter of them from medical surgical nursing department. Also, more than two fifths of them are lecturer. Moreover, more than half of them have  $\geq 20$  academic experience.

From the investigator point of view, this might be due to in the past , Faculty of Nursing-Benha University was recruiting small number of first student (6) from the

faculty graduates due to small number of students .While, today with increasing number of students and work in the Faculty, the University recruiting larger number of first student (20) from the Faculty graduates. Also, the faculty was for females only and just recently accepted males beside, females studying diligently more than males, so they always win the first places, and appointed inside the faculty. The highest number from academic teaching staff specialist in medical and surgical of nursing department as this department teaching to two academic years.

Regarding Sparking leadership levels as perceived by academic teaching staff, the findings of the present study revealed that the majority of the studied academic teaching staff have high perception regarding sparking leadership. While, less than one fifth of them have moderate perception. While, the minority of them have low perception.

From the investigator point of view, this may be due to the positive and inspiring work environment which academic leaders create within the organization through setting goals and future vision of work that are in line with the organizational policies, creating rewarding work environment, putting academic teaching staff in the first concern and giving frequent, early, positive and nonjudgmental feedback that supports academic teaching staff.

This result was consistent with **Bilginoğlu & Yozgat**, (2021) who founded that employees of different companies in Istanbul had a positive perception towards sparking leadership at work. Also, this finding was matching with **Bebitoğlu**, (2022) who showed that employees from different sectors in Turkey had a high perception regarding sparking leadership.

Conversely, this result was contraindicated with **Gillett**, (2022) who indicated that most employees experienced leadership that fails to inspire or engage them. Also, this result was in disagreement with **Suez Canal**

**University**, (۲۰۲۴) which revealed that more than two-thirds of the studied academic staff at Suez Canal University were unsatisfied and unmotivated towards their leaders' behaviors. Moreover, this result was opposite with **Yan & Tourish**, (۲۰۲۴) who highlighted that current leadership approaches at universities in China and Europe may not be sufficiently inspiring or motivating the academic staff.

Regarding Organizational prestige levels as perceived by academic teaching staff, The current study indicated that, more than three quarters of the studied academic teaching staff have high perception regarding organizational prestige. While, less than one fifth of them have moderate perception. While, the minority of them have low perception. This may be due to that the faculty has academic excellence and offers challenging curriculum that meets global standards ensuring high academic quality and prepares students for future success. Also, the faculty has innovative teaching methods with high technology, seeks feedback from students, parents, graduates and faculty's staff to identify areas for improvement.

Moreover, the faculty engages in community service and outreach programs that address societal challenges making the faculty as a change-maker and a benchmark in its field which helped the faculty to obtain the accreditation for the ۲<sup>nd</sup> time in ۲۰۲۱ from The National Authority for Quality Assurance and Accreditation of Education "NAQAAE" which in turn enhances the perceived internal and external prestige of the faculty.

This result was in the same line with **Alias & Rasdi**, (۲۰۲۳) who revealed that academics from Malaysian private universities has perceived organizational prestige positively. Also, **Obianuju et al.**, (۲۰۲۳) who showed that non-academic staff at public universities in Anambra State perceived high level regarding organizational prestige.

Conversely, this result was contraindicated with **Ali & Saeed** (۲۰۲۳) who indicated low perceived external prestige which directly heightened employees' intentions to leave. Also, **Brown & Smith**, (۲۰۲۴) who indicated that the organization was perceived as less reputable with low prestige facing challenges in attracting top talent.

Regarding work passion levels as perceived by academic teaching staff, The current study shows that, more than three quarters of the studied academic teaching staff have high perception regarding work passion. While, less than one fifth of them have moderate perception. While, the minority of them have low perception.

From the investigator point of view, this may be due to a combination of intrinsic motivation and a supportive work environment, academic teaching staff may find fulfillment in their roles through meaningful interactions with students, opportunities for intellectual growth, and the ability to contribute to the advancement of their field. Additionally, the faculty may foster work passion by providing resources for professional development, recognizing and rewarding achievements, and promoting a positive and collaborative culture which in turn enhance the academic teaching staff engagement, commitment, and enthusiasm for their work.

This came in harmony with **Abdulrahman & Hussein**, (۲۰۲۴) who highlighted a strong presence of work passion among engineering faculty lecturers at Mosul University, Iraq. Also, **Wang**, (۲۰۲۲) indicated that there was high level of work passion among university music teachers in Shandong Province, China.

Conversely, this result was contraindicated with **Guo et al.**, (۲۰۲۲) who found low perceived work passion as a result of overqualification among nurses. Also, **Axios**, (۲۰۲۵) reported that employee passion and engagement in the U.S. had fallen to its lowest point in a decade.

Regarding Correlation between the studied variables, the finding of the present study pointed out that there is there is a highly statistical significant positive correlation between sparking leadership, organizational prestige and work passion among the academic teaching staff. From the investigator point of view, this might be due to the interconnected nature of these variables in fostering a motivating and supportive work environment as sparking leadership likely inspires and empowers academic teaching staff, creating a sense of trust, autonomy, and shared vision that enhances their emotional engagement and passion for work increasing their productivity which in improving faculty's prestige which boosts pride and a sense of belonging, reinforcing motivation and commitment in a cyclic correlation.

This result was supported by **Bilginoğlu & Yozgat**, (۲۰۲۱) who revealed that sparking leaders have a positive effect on the subordinates' work passion. Also, **Al-Taie & Al-Khafaji**, (۲۰۲۴) who showed that sparking and enabling leadership in the Iraqi General Insurance Company significantly enhances both internal and external organizational prestige. In addition, the result was in harmony with **Petrović et al.**, (۲۰۲۵) who stated that sparking leaders in the hospitality industry can improve employee performance through increased work engagement, which in turn can enhance overall organizational performance and reputation. Moreover, the result was in the same line with **Bong et al.**, (۲۰۲۳) who examined academic staff in Malaysian private universities and found that perceived organizational prestige positively influences employee work passion and engagement.

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