

The impact of entrepreneurial imaginativeness on the University Reputation: An analytical study of the opinions of university administrations in private universities and colleges in the Middle Euphrates region

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Abstract: This study aims to examine the impact of entrepreneurial imagination on the reputation of private universities and colleges in the Middle Euphrates region from the perspective of college deans, their assistants, and heads of academic departments. The entrepreneurial imaginativeness variable was measured through three dimensions: (creative imaginativeness, social imaginativeness, and practical imaginativeness), while the university reputation variable was adopted as a dependent variable through its three dimensions (academic competence, responsible management, social attractiveness). The problem of the current study is embodied in how the reputation of these universities can be improved by capitalizing on the entrepreneurial imaginativeness of their founders. By adopting the descriptive analytical approach, the theoretical and applied aspects were framed, which relied on the questionnaire as a main tool in collecting data. The sample size were (154) deans, assistants, and heads of departments from (19) private universities and colleges. The current study used a number of statistical methods to deal with the results of the questionnaire form, especially standard deviations, arithmetic means, and structural equation modeling with the help of statistical programs (SPSS.var.29), (AMOS.var.26). The study concluded that entrepreneurial imaginativeness has an impact on the reputation of these universities.

Keywords: Entrepreneurial imagination, university reputation, private universities and colleges.

INTRODUCTION: Today's environment is characterized by a highly competitive environment, which makes it imperative for all organizations to provide the best services to customers or the community. Customer acceptance of an organization's services is the basis for its survival and continuity in the business world. Therefore, one of the challenges facing organizations today is how to present new entrepreneurial projects by taking advantage of the established and embodied process through which entrepreneurs envision the creative ability to generate the ideas and innovative solutions necessary for project development. At the same time, we consider social identity, which refers to the ways in which entrepreneurs' personal and social identities shape their behaviors and important decisions. Research indicates that entrepreneurs who have a strong identity with their organizations are more likely to demonstrate entrepreneurial intentions and pursue entrepreneurial careers. This sense of belonging is crucial to enhancing the resilience of these organizations. The reputation of the university(s) also plays a crucial role in this context, as it influences customer choices and experiences. A respected organization can enhance the character of its members by providing access to resources, guidance, and a supportive ecosystem conducive to innovation. Conversely, the complexities associated with managing multiple identities and expectations can pose challenges for aspiring entrepreneurs, underscoring the importance of contextual factors within educational settings. As such, the dialogue surrounding this relationship raises relevant questions about the effectiveness of existing educational frameworks and the need for supportive measures that address the diverse experiences of students. The current study consisted of four sections. The first included the scientific methodology of the study represented by (the study problem, its objectives, its importance, and its hypotheses, etc.). The second section dealt with presenting the theoretical aspect of the study in two topics. The first topic was devoted to providing a theoretical framework on the entrepreneurial imagination, and the second topic dealt with presenting the viewpoints of some researchers on the subject of university reputation. The third section focused on presenting the applied framework of the study, with two topics. The first focused on describing and diagnosing the study variables and analyzing its results. The second focused on testing the study hypotheses

and interpreting its results. Finally, the fourth section sheds light on the most prominent conclusions and recommendations that the study reached through two topics, the first of which was devoted to the purpose of conclusions, and the second focused on presenting the most important recommendations that the researchers believe are worthy of addressing the study problem.

RESEARCH METHODOLOGY

2-THE PROBLEM OF THE SEARCH

The past few years have witnessed a significant and noticeable increase in the number of private universities and colleges in most Iraqi governorates compared to the number of government universities. However, the reputation of these private universities and colleges among various segments of society has not reached the same level as that of government universities, despite the passage of a considerable period since they began practicing their scientific and academic activities. When the researchers conducted several interviews with some of the administrative leaders in a number of the private universities and colleges studied, it became clear that these leaders are striving to achieve a good academic and practical reputation by stimulating the level of innovative, social and Practical imaginativeness among the teaching staff, students and employees, and trying to develop a pioneering social identity that distinguishes these colleges and universities and makes them a significant competitor to the government universities. From the above, the problem of the current study can be crystallized with a number of questions as follows: _

1. What is the level of innovative, social and Practical imaginativeness in the private colleges and universities studied?
2. To what extent were the private colleges and universities studied able to improve their scientific and academic reputation among the segments of the society in which they operate?
3. How can the reputation of the private colleges and universities studied be improved by investing in their entrepreneurial imagination?

3- SEARCH OBJECTIVES

- 1-Demonstrate the level of availability of entrepreneurial imaginativeness dimensions in the private universities and colleges within the study population.
- 2- Identify the level of university reputation among the research sample.
- 3- Demonstrate the type and nature of the relationship and influence between entrepreneurial imaginativeness and the reputation of private universities and colleges.

4-THE IMPORTANCE OF THE SEARCH

The importance of the Search can be determined as follows: -

1. The current study is one of the rare studies that combines entrepreneurial imaginativeness and university reputation, to the best of the researchers' knowledge.
2. To provide a theoretical contribution to the variables of the current study by reviewing the ideas of prominent researchers and thinkers on this topic.
3. To contribute to the presentation of conclusions and recommendations that help private universities and colleges address weaknesses in their reputation and enhance their strengths.
4. To draw attention to the importance of investing in entrepreneurial imaginativeness to improve the reputation of private universities and colleges among the segments of the society in which they operate.

5- THE SCOPE OF THE SEARCH

Limiting the boundaries of an academic study within a clearly defined scope is essential. The boundaries of the current study are represented by three areas, as explained below:

- 1- Spatial boundaries: Private universities and colleges in the Middle Euphrates region were selected as the spatial boundaries of the study, namely (Najaf Governorate, Karbala Governorate, Babil Governorate, Diwaniyah Governorate, and Muthanna Governorate).
- 2- Temporal boundaries: The timeframe of the current study extended from July 2024 to mid-March 2025. This period was sufficient to complete the theoretical and field efforts represented by distributing questionnaires to the study sample, collecting them, and analyzing the data.
- 3- Human boundaries: In accordance with the study variables, the categories were adopted at the upper and middle administrative levels (deans, their assistants, and department heads) in private universities and colleges in the Middle Euphrates governorates of Iraq.

6-THE HYPOTHETICAL SCHEME OF THE SEARCH

Based on the results of previous studies and through what was presented of the problem, importance, and objectives of the current Search, and with the aim of finding solutions, it was necessary to design a hypothetical diagram that explains the relationship of correlation and influence between the Search variables, as follows:

- 1- The first independent variable: It is represented by (entrepreneurial imagination) and consists of three dimensions that were measured through the scale (Asenkerschbaumer et al., 2024), which are: Creative imaginativeness, Social imaginativeness, and Practical imaginativeness .

2- The dependent variable: It is represented by (the university's reputation) and consists of three dimensions that were measured using the (Telci & Kantur, 2014) scale, which are: academic competence, responsible management, and social attractiveness.

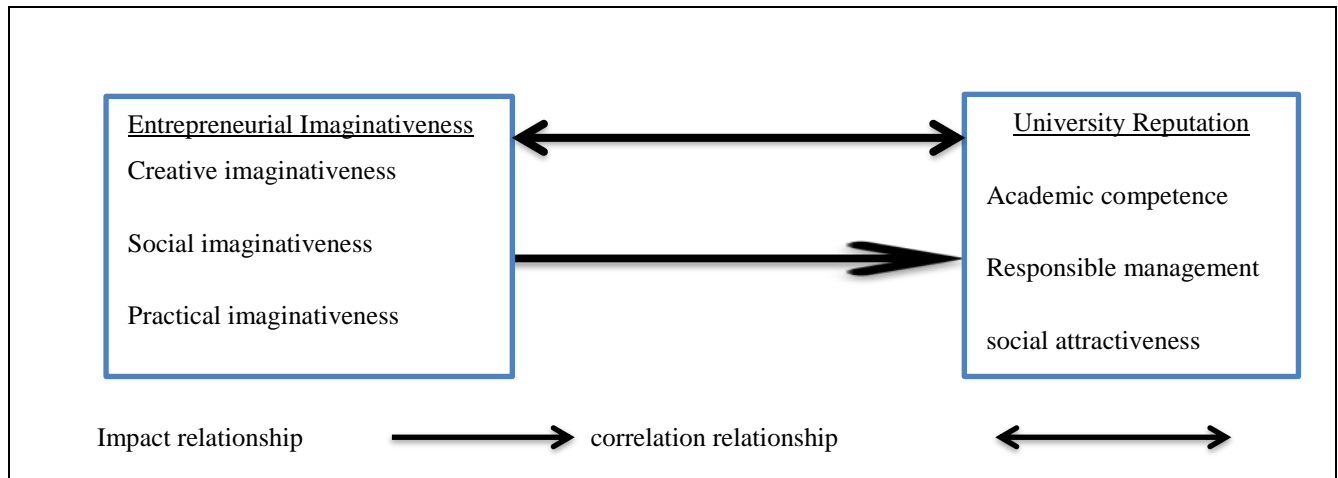


Figure (1) the hypothetical scheme of the Search.

Source: Prepared by the researchers

7- SEARCH HYPOTHESES

7.1-Correlation Hypotheses

The first main hypothesis: There is a statistically significant correlation between entrepreneurial imaginativeness and university reputation. Three sub-hypotheses emerge from this hypothesis, as follows:—

Sub-hypothesis 1: There is a statistically significant correlation between Creative imaginativeness and university reputation across its dimensions.

Sub-hypothesis 2: There is a statistically significant correlation between Social imaginativeness and university reputation across its dimensions.

Sub-hypothesis 3: There is a statistically significant correlation between Practical imaginativeness and university reputation across its dimensions.

7.2-The Impact hypothesis

The second main hypothesis: There is a statistically significant impact of entrepreneurial imaginativeness on university reputation. Three sub-hypotheses emerge from this hypothesis, as follows:

Sub-hypothesis 1: There is a statistically significant impact of Creative imaginativeness on university reputation in its dimensions (academic capability, responsible management, and social attractiveness).

Sub-hypothesis 2: There is a statistically significant impact of Social imaginativeness on university reputation in its dimensions (academic capability, responsible management, and social attractiveness).

Sub-hypothesis 3: There is a statistically significant impact of Practical imaginativeness on university reputation in its dimensions (academic capability, responsible management, and social attractiveness).

8- THE SEARCH SCALE

Table (1) shows the variables and dimensions of the research and the scales that were used in developing the current research scale in a way that is compatible with private universities and colleges in the Iraqi organizational environment. Table (1) also shows the variables and dimensions of the research, the number of its paragraphs, and the adopted scale.

Table (1) Study variables, dimensions, number of paragraphs, and adopted measures

sequence	variants	dimensions	Paragraphs No.	scale
1	Entrepreneurial imaginativeness	Creative imaginativeness	6	(Asenkerschbaumer et al.,2024)
		Social imaginativeness	6	
		Practical imaginativeness	6	
2	University reputation	Academic competence	9	(Telci& Kantur,2014)
		Responsible management	7	
		social attractiveness	8	

Source: Prepared by the researchers

9- THE STUDY POPULATION AND SAMPLE

The study community represented the upper and middle management in the private universities and colleges in the Middle Euphrates region, amounting to (179) individuals. The comprehensive enumeration method was adopted, which is used when the size of the community is small, or in the case of the researchers needing comprehensive detailed data on all components of the community. The researchers distributed (179) questionnaires to the community members, and (154) forms were retrieved, and all the forms were valid for analysis, which represented (85%) of the study community.

10- Data Analysis Methods

To enrich the practical aspect of the study, the statistical package (SPSS.V.29) (AMOS.V.26) was used to verify the study's hypotheses. The most important statistical methods used in the analysis were as follows:

1. Confirmatory factor analysis: To confirm the structural validity of the scales.
2. Exploratory factor analysis: To summarize the data into the smallest possible number of factors that explain the study variable and ensure sample adequacy.
3. Cronbach's alpha test: The purpose of this test is to measure the stability and internal consistency of the study instrument.
4. Descriptive statistical measures, which were as follows:
 - A. Frequencies and percentages, to describe the functional and demographic characteristics of the sample members.
 - B. weighted mean, to measure the average level of the sample's response to the dimensions of the studied variables.
 - C. Standard deviation, to indicate the extent of dispersion of responses from their arithmetic mean.
 - H- Relate ve importance to measure the level of availability of study variables within the studied sample.
 - G- Normal distribution test. The Kolmogorov-Smirnov test was used to test the normal distribution of study variables and determine appropriate statistical methods for data analysis.
 - D- Structural equation modeling (SEM) was used to verify hypotheses of influence among the included variables.
 - I- Pearson correlation coefficient to demonstrate intercorrelations between study variables.

THE THEORETICAL FRAMEWORK OF THE SEARCH

1- Entrepreneurial imagination

1.1- The concept of entrepreneurial imaginativeness

Decades ago, economists such as George Shackle (1979) and Ludwig Lachmann (1986) noted the role of imagination in economic activity. Since then, many scholars and thinkers have adopted the view that all great ventures begin with imagination. To do this, individuals ultimately need to know different scenarios related to the task involved in creating the new venture. In this context, the combination of the cognitive skill of imagination and knowledge of basic entrepreneurial tasks such as innovation, communication, and management has been described as entrepreneurial imaginativeness(Asenkerschbaumer et al., 2024:60).

There are those who have considered that entrepreneurial imagination, and what can feed this imagination within the framework of beliefs and expectations regarding the paths of this work, the form of the environment, the potential value of resources, and the value of capabilities that have not yet been acquired, as these beliefs appear through experience, observation, and various cognitive or perceptual mechanisms as well as work on using imagination in thinking and making entrepreneurial decisions (Hsieh, 2021: 54).

On the other hand, many organizations have sought to invest in entrepreneurial imaginativeness in understanding the causal relationship between ideas and links between a set of concepts (to develop a more comprehensive idea of the possibilities and subsequent requirements) with a set of scenarios that illustrate the results of the innovative idea and the relationships between the variables capable of achieving successful entrepreneurship. On this basis, entrepreneurial imaginativeness is a more influential dimension in the search for skills and tools that improve analytical thinking and solve routine problems. Entrepreneurial imaginativeness is linked to the cognitive competence of entrepreneurs with exploratory capabilities and the art of developing this connection. Therefore, the nature of entrepreneurial imaginativeness includes observing reality from a specific perspective to produce concepts and scenarios that achieve innovative results that can practically solve these complexities (Nassar & Akbawi, 2024: 3).

Based on the foundations that some believe in as philosophical starting points for framing entrepreneurial imagination, researchers have looked at this concept from different angles. Table (2) shows the viewpoints of some researchers on the concepts of entrepreneurial imagination.

Table (2)Some researchers' views on the definition of entrepreneurial imaginativeness

sequence	researcher and year	Concept
1	(Allen Peterson,2010:14)	The ability of successful entrepreneurs to innovate in the face of relative uncertainty is achieved by being able to see things a certain way, even if it

		cannot be proven at the moment, and understanding the underlying truth.
2	(Miller&Breton-miller,2017:668)	The ability to envision opportunities, outcomes and solutions that are innovative and economically viable and that others in the same situation could not imagine in the normal course of events.
3	(Kier&McMullenb,2020:3)	The process of generating ideas for new projects through which entrepreneurs imagine that these projects have the opportunity to succeed.
4	(Hsieh,2021:54)	A creative and uniquely generative work to hypothesize, envision and Search various new possibilities for entrepreneurial paths.
5	(Huang et al.,2022:3)	An innate human capacity and the basis of creative activities, imagination enables individuals to transcend experience and create new possibilities.
6	(Chen et al.,2022:7)	Transforming an individual's internal cognitive abilities into clear new project ideas.
7	(Nasser&Akbawi,2024:3)	Observing reality from a specific perspective to produce concepts and scenarios that achieve innovative results for new projects that can practically solve complexities.
8	(Lacuna,2024:374)	A cognitive skill that combines the ability to imagine and the knowledge needed to mentally simulate various scenarios related to entrepreneurial tasks.
9	(Ibáñez& Véliz,2024:4)	The individual's readiness to think about creating projects, independent activities and finding solutions to business problems.
10	(Asenkerschbaumer et al.,2024:60)	A mental process in which old or new associations lead to representations of new projects.

Source: Prepared by the researchers based on the literature mentioned above

From the above, the researchers believes that entrepreneurial imaginativeness is a mental process and mental ability through which entrepreneurs can create images and visualize events in the entrepreneur's mind that have no connection to reality, through the habit of inventing previous experiences or inventing new experiences in the entrepreneur's mind that enable changing reality to make it appear better than it is.

1.2-Dimensions Of entrepreneurial imaginativeness

Entrepreneurs show higher creative, social and Practical imaginativeness than other non-entrepreneurs, and creativity and Social imaginativeness show positive relationships with the new business idea, as the dimensions of entrepreneurial imaginativeness are important and required to create the new value that organizations seek. Its realism, verifiability, and consistency with the research idea and objectives.: _

1.2.1- Creative imaginativeness

Creative imaginativeness occupies the forefront in expressing the entrepreneurial imaginativeness, as it depicts entrepreneurship as a creative collective action in which heterogeneous managerial mental models interact in a process that produces collective outputs that are creatively superior to individual entrepreneurship (Leunbach et al., 2020: 547). Creative imaginativeness is essential for entrepreneurial success, and without it, entrepreneurs will not be able to create new ideas and products (Elias, 2016: 65).

Thus, Creative imaginativeness is a source of dynamism, uncertainty, heterogeneity and indeterminacy that characterize the diverse world of entrepreneurs. In these acts of Creative imaginativeness, entrepreneurs create opportunities that did not exist before (Chiles et al., 2013:281).

The researcher believes that Creative imaginativeness is a mental ability possessed by entrepreneurs that enables them to generate new and innovative ideas (images), reshape non-stereotypical mental images that do not exist in reality, and connect ideas together in unconventional ways. This represents the spark that ignites creativity, prompts the presentation of creative solutions to problems, and the development of new ideas.

1.2.2-Social imaginativeness

The concept of the Social imaginativeness is associated with the American psychologist Wright Mills in his book (The Sociological Imagination) when he called for the necessity of arming the sociologist with what he called the sociological imagination, as the Social imaginativeness constitutes an integral part of daily life by providing individuals with a set of ideal categories and concepts, as it provides a set of cultural tools that guide their thinking and subsequent actions.

At the macro level, the Social imaginativeness constitutes the shared interpretive frameworks that individuals use to imagine their social existence, how they relate to others, how things work between them, the expectations that are met, and broader normative concepts and images (Dey & Mason, 2018:87).

Social imaginativeness is a useful means of Searching the practical role of emancipation in entrepreneurship theory, because emancipation is a fundamental feature of the comprehensive Social imaginativeness, as the prevailing Social imaginativeness is the progressive rejection of hierarchy (Laine & Kibler, 2022:394_412).

The researchers believes that Social imaginativeness is the mental capacity possessed by the entrepreneur, which enables him to recognize and invest in the state of dynamic, creative interaction between the human being and the society in which

he lives, and the method that enables him to create visions that improve this state of interaction and increase the role of human beings in serving the needs of society and achieving its well-being.

1.2.3-Practical imaginativeness

The Practical imaginativeness dimension is closely linked to imagination, as individuals can enhance their Practical imaginativeness through deliberate effort, and this effort comes from activities such as planning, forecasting, and budgeting. Practical imaginativeness should greatly facilitate idea selection (Mcmullen & Kier, 2017:3). Practical imaginativeness enables individuals, thanks to their problem-solving skills, to focus on bottlenecks in projects, believing that once they are solved, the rest of the project will be relatively uncomplicated. Thus, individuals who see a new situation, envision the problems that it might face, and plan for them appropriately exhibit higher Practical imaginativeness. Thus, an individual with a well-developed Practical imaginativeness has great potential to be able to deal with ambiguity and uncertainty in a new project and can identify potential sources of investment funding, thus increasing his/her entrepreneurial self-efficacy (Katyal et al., 2024:366).

Practical imagination links existing information and knowledge with new information and knowledge and takes into account the uncertainty and risks arising from this combination, which enhances performance in solving small problems. This leads to a greater ability to solve complex tasks, engage in processing and anticipate more and more possible responses to these signals (Asenkerschbaumer et al., 2024:64).

The researchers believe that Practical imaginativeness (pragmatic imagination) represents a mental ability that distinguishes entrepreneurs, enabling them to envision the practical aspects necessary to start a new project, especially in the business world. Possessing this ability contributes to dealing effectively with cases of uncertainty or ambiguity that may be associated with establishing and developing new projects by controlling certain objective conditions in order to achieve a mental image for the entrepreneur.

2- University reputation

2.1-the Concept Of University reputation

In general, the reputation of universities is a valuable asset in today's competitive and information-rich world. A solid university seeks to build a good reputation among academic circles (Al-Yazidi et al., 2022: 5305). The reputation of a university is also an important factor for competition and ensuring sustainability. Universities are not only institutions of higher education, but have also become business institutions, so it is necessary to improve their reputation to gain the trust of society (Tjatoerwidya et al., 2024: 692). The reputation of the university is related to the following question: "What do stakeholders actually think about the university?" (Sabando et al., 2018:9). The reputation of a higher education institution is an indicator that represents public opinion about objective quality, i.e. the basis of the university's reputation is related to the quality of education, the high level of research activity, and the social responsibility of the university. The university's reputation is also part of the strategic planning process for quality in it (Zyryanova et al., 2020:726).

There are images of reputation as a continuous process of evaluation by relevant stakeholders that may differ across stakeholder groups according to each group's perception of the degree to which the university in question meets its unique expectations, and reputation can be understood as being constructed in language and semantics. Some emerging writers and researchers have argued that reputation is something that is shaped in discursive practices (Bacci & Bertaccini, 2021:11). The reputation of any university or higher education institution is also important in determining the value of that institution (Saleem, 2017:250).

Hence, it is necessary to point out some definitions mentioned by some researchers on the subject of university reputation, as shown in Table (3).

Table (3)The views of some researchers on the concept of university reputation.

sequence	researcher and year	Concept
1	(Sung & Yang,2009:795)	Evaluations by multiple stakeholders of the university's ability to meet their expectations.
2	(Stergiou&Tsikliras,2014:194)	A form of social capital within the higher education system that can also be converted into economic capital.
3	(Munisamy et al ., 2014:457)	General perceptions shared by various university members of the components over time, and there are four main perspectives of university reputation applicable to the higher education environment: public relations, marketing communications, crisis/risk management, and branding.
4	(Drydakís,2015:298)	The image of quality, influence and trust that the university projects in the eyes of others.
5	(Lacap & Cortez,2023:29)	A relatively stable, issue-specific cognitive representation of a university's past actions and future expectations relative to some standard.
6	(Saini&Pokhriyal,2023:3)	A complex and multifaceted concept that evolves over time through a combination of past achievements, current performance, and the university's ability to effectively communicate its strengths and values to stakeholders.
7	(Raja,2023:4)	Collective representation that is maintained over time by the multiple internal and external components of the university.

8	(Tjatoerwidya et al.,2024:693)	The impression formed by stakeholders as a result of communication and interaction, including with students.
9	(Mateus et al.,2024:1)	A complex structure influenced by the subjective perceptions of various stakeholders such as students, faculty, and administrators.
10	(Kanchanawongpaisan et al.,2024:4)	A multifaceted concept that significantly impacts the decision-making process for prospective students, faculty, and other stakeholders in the higher education sector.

Source: Prepared by the researchers based on the literature mentioned above

From the above, the researchers defines the university's reputation as the general evaluation of the university and its formations among its stakeholders. It is a reflection of their perceptions of the quality of its educational programs, the competence of its faculty members, the level of quality of its scientific research, the reputation of its graduates in the labor market, in addition to its values, principles, and ability to achieve its goals.

2.2-Dimensions Of University reputation

Reputation has become one of the most important elements that universities, like many other institutions, have to respond to, especially in today's dual national and global context characterized by increased investments in the higher education industry. The importance and richness of reputation building has prompted many researchers to think about how to enhance the reputational status (Telci & Kantur, 2014:66). There are several dimensions of university reputation, but in our current Search, the focus was on academic competence, responsible management, and social attractiveness, which were adopted by (Telci & Kantur, 2014). This is due to the clarity of these dimensions and the ease of verifying them practically.

2.2.1- Academic competence

The term academic competence is generally used to refer to the cognitive skills and specialized language areas required to function successfully during the period of Search. Academic/cognitive skills are represented by working memory, concept formation, discovery of rules, allocation of new strategies to specific tasks, verbal originality, divergent thinking, and creative thinking (Haim, 2018:2).academic competence has been defined as how students perceive that their university education has improved their abilities in specific areas such as writing or critical thinking (Lange, 2015:52). Perceived academic competence can be viewed as a general sense of skill in performing academic tasks (Lange, 2015:53), and as raising the university's standing in today's competitive academic landscape (Romiani et al., 2024:529).academic competence is one of the most important types that affect the level of quality of education at the university, and the ability to attract highly motivated and intelligent students (Salem, 2023: 7), and academic competence from this perspective is a management to evaluate the quality of education and search for leading universities worldwide (Escandon-Barbosa et al., 2023: 759). Therefore, faculty members with academic competence constitute the driving force for academic excellence (Aminullah et al., 2019: 700).

Based on all of the above, the researchers defines academic competence as the knowledge, skills, behaviors, and attitudes that the university contributes to providing to its students in order to make them influential elements in the field of work in particular and society in general.

2.2.2- Responsible management

Responsible governance includes the responsibilities of university management towards external stakeholders and its employees. The social responsibility programs implemented by universities represent a major topic of discussion in the academic social responsibility literature (Telci&Kantur,2014:66). Responsible management is an integrative response to the challenges of sustainability, the demands of interest groups and ethics (Name et al., 2023:1). Responsible management is an ongoing effort of mutual learning among individuals to embody certain values and ideas regarding what is socially legislated as good, important and worthy. Here the responsible individual draws on practical wisdom (de Souza Bispo, 2022:158).

Responsible management has been described as a form of rebalancing society through the process of management, away from an excessive focus on markets and trade, and thus responsible management focuses on the person of the manager as well as on the managerial function, process, and practices (Carroll et al., 2020:62). Responsible management also refers to the university's commitment to recognizing the interests of society and performing in a way that improves the well-being of its members by providing high-quality educational services, because social responsibility is one of the strategies adopted by university management to supervise the university internally and improve its reputation externally (Fawad Latif et al., 2022:968-970).

Based on the above, the researchers believes that responsible university administration is a concept that refers to the university administration's concern for the needs and desires of stakeholders, and its commitment to performing its academic duties in a manner that achieves integration between environmental sustainability, social responsibility, and ethical aspects.

2.2.3-Social attractiveness

Social attractiveness includes elements that refer to the university's creative potential in addition to its material conditions and social attractiveness. Universities should also be institutions where students, employees and sometimes even the general

public find opportunities to participate in cultural and social events (Telci & Kantur, 2014:66). The university functions as a community institution that promotes the social integration and personal growth of students. Through this, students must be recognized as engaged participants within the academic community. This participation greatly affects student satisfaction. For most students, college is not just a time devoted to academic aspects, but also an opportunity to explore or enhance students as social beings (Than et al., 2023:115). In this way, universities do not focus on providing services to students, but rather focus a lot on improving their ranking and reputation based on publication and marketing (Irfan & Sami, 2021:138). With the great emphasis that society places on social attractiveness, it is no wonder that psychologists conduct many studies to try to better understand its effects on students because it is linked or somehow overlaps with increasing the social or popular acceptance of the university (Prestia et al., 2002:4).

From the above, the researchers believes that the university's social attractiveness reflects the university's success in promoting social integration and the personal growth of stakeholders by recognizing them as important players in the academic community and providing them with opportunities to realize their potential as social beings, without placing too much emphasis on academic aspects.

THE THIRD TOPIC

THE PRACTICAL SIDE OF THE SEARCH

1- Description and diagnosis of the entrepreneurial imaginativeness variable

This paragraph includes a detailed analysis and description of the dimensions of entrepreneurial imagination, including its field dimensions and paragraphs, as follows:

Table (4) Interpretation of weighted mean values

Category Sequence	Category Range	Category Level
1	1 - 1.80	Very Low
2	1.81 - 2.60	Low
3	2.61 - 3.40	Moderate
4	3.41 - 4.20	High
5	4.21 - 5.00	Very High

Source: Mazahreh, A., Hammad, H. & Abu-Jaber, H. (2009) "*The Attitudes of Instructors and Faculty Members about the Quality of Technical Education Programs in Community Colleges in Jordan*" Journal of Social Sciences 5 (4), P.403.

1.1 Description and diagnosis of the dimension of Creative imaginativeness.

Creative imaginativeness was measured by (6) items ranging from (CI6-CI1), as the dimension obtained a total weighted arithmetic mean of (3.34) and was of a high level with a standard deviation of (0.59), and achieved a relative importance of (67%), and of course this confirms the sample's agreement on what the dimension includes at a high level, which indicates that the Creative imaginativeness of the founder of the university/college, the study sample, is characterized by the ability to form new ideas, images or concepts for external things that do not exist.

"As for the level of the measurement paragraphs, paragraph (CI4), which states (created (presented) original works), came in first place, obtaining the highest weighted arithmetic mean (3.48), and it was at a high level, while the standard deviation of this paragraph was (0.924), and it achieved a relative importance of (70%), which explains that the answers are appropriate for the category of high level in the field."

"When examining the measurement paragraphs for the same dimension, we notice that paragraph (CI3), which states (He showed originality in his work), came in last place by obtaining the lowest weighted arithmetic mean (3.21) and it was at a high level, while the standard deviation for this paragraph reached (0.86) and achieved a relative importance of (64%), which explains that the answers are appropriate for the category of high level in the field."

Table (5) Descriptive measures of the creative imaginativeness

	Paragraph symbol	Paragraphs Founder of this university/college:	weighted mean	standard deviation	Relative importance%	Order priority
1	1CI	Wide imagination.	3.24	0.949	65%	5
2	CI2	creative.	3.34	0.968	67%	4
3	3CI	Show originality in his work.	3.21	0.861	64%	6
4	4CI	Create original works.	3.48	0.924	70%	1
5	5CI	Others see him as an artist.	3.43	0.988	69%	2
6	CI6	Innovation is a big part of his professional personality.	3.38	0.861	68%	3

Weighted mean of the creative imagination dimension	3.34	0.59	67%	-
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1.2- Description and diagnosis of the social imaginativeness

" Social imaginativeness was measured by (6) measurement items ranging from (SI6-SI1). This dimension obtained a weighted total arithmetic mean of (3.14), which was of a high level, with a standard deviation of (0.643), and achieved a relative importance of (63%). Naturally, this confirms the sample's agreement on what the dimension includes at a high level, indicating that the Social imaginativeness of the founder of this university/college enables him to see the context that shapes the individual decision-making process, as well as the decisions made by others."

"As for the level of the measurement paragraphs, paragraph (SI1), which states (It is easy to see things from the other party's point of view.) came in first place, with the highest weighted arithmetic mean (3.33) and it was of a high level, while the standard deviation of this paragraph was (0.862) and it achieved a relative importance of (67%), which explains that the answers are appropriate for the category of high level in the field."

"When examining the measurement paragraphs for the same dimension, we notice that paragraph (SI2), which states (He always makes every effort to see the world from the point of view of others), came in last place by obtaining the lowest weighted arithmetic mean (2.98) and it was at a moderate level, while the standard deviation for this paragraph was (0.982) and it achieved a relative importance of (60%), which explains that the answers are appropriate for the category of a moderate level in the field."

Table (6) Descriptive measures of the social imaginativeness

	Paragraph symbol	Paragraphs Founder of this university/college:	weighted mean	standard deviation	Relative importance%	Order priority
1	SI1	It is easy to see things from the other party's point of view.	3.33	0.862	67%	1
2	SI2	He always tries his best to see the world from other people's point of view.	2.98	0.982	60%	6
3	SI3	It's easy for him to understand why other people feel the way they do.	3.08	1.022	62%	5
4	SI4	He has a heightened sense of what others feel.	3.13	0.862	63%	4
5	SI5	He can read other people's feelings through their facial expressions.	3.18	0.978	64%	2
6	SI6	He is good at reading (knowledge) others.	3.14	0.904	63%	3
Weighted mean of the Social imaginativeness dimension			3.14	0.643	63%	-

1.3- Description and diagnosis of the Practical imaginativeness

" Practical imaginativeness dimension was measured by (6) measurement items ranging from (PI6-PI1). The dimension obtained a weighted total arithmetic mean of (3.11), which was of a high level, with a standard deviation of (0.741), and achieved a relative importance of (62%). Naturally, this confirms the sample's agreement on what the dimension includes at a high level, indicating that the founder of this university/college possesses a mental capacity that distinguishes entrepreneurs, enabling them to envision the practical aspects necessary to start a new project, especially in the business world."

"As for the level of the measurement paragraphs, paragraph (PI5), which states (He has a mental image that helps him a lot in solving problems), came in first place, with the highest weighted arithmetic mean (3.29), and it was of a high level, while the standard deviation of this paragraph was (0.918), and it achieved a relative importance of (66%), which explains that the answers are appropriate for the category of high level in the field."

"When examining the measurement paragraphs for the same dimension, we notice that paragraph (PI6), which states (he extrapolates the current methods in a new way that solves the new problems facing his new projects), came in last place by obtaining the lowest weighted arithmetic mean (3.02) and it was at a high level, while the standard deviation for this paragraph reached (0.898) and achieved a relative importance of (60%), which explains that the answers are appropriate for the category of high level in the field."

Table (7) Descriptive measures of Practical imaginativeness

	Paragraph symbol	Paragraphs Founder of this university/college:	weighted mean	standard deviation	Relative importance%	Order priority
1	PI1	He tends to be adept at managing the projects he presents.	3.19	0.868	64%	2
2	PI2	He can imagine the obstacles that hinder work at the university/college.	3.04	0.939	61%	4

3	PI3	Before facing a new situation, he can imagine the problems he might encounter and make plans accordingly.	3.12	0.948	62%	3
4	PI4	He sees the connections between pieces of information that seem unrelated to others.	3.03	0.934	61%	5
5	PI5	He has a mental image that greatly assists him in solving problems.	3.29	0.918	66%	1
6	PI6	He extrapolates existing methods in a new way that solves new problems facing his new projects.	3.02	0.898	60%	6
Weighted mean for the Practical imaginativeness dimension			3.11	0.741	62%	

2- Description and diagnosis of university reputation

This paragraph includes an analysis and description of the dimensions of the university's reputation, with its dimensions and field paragraphs, in detail and as follows:

2.1- Description and diagnosis of academic competence

"Academic competence dimension was measured by (9) measurement items ranging from (AA9-AA1), as the dimension obtained a total weighted arithmetic mean of (3.24) and was of a high level with a standard deviation of (0.71), and achieved a relative importance of (65%), and of course this confirms the sample's agreement on what the dimension includes at a high level, which indicates that the private universities and colleges, the study sample, seek to pay attention to academic competence in order to enable the individual to learn and interact effectively in an educational environment and through the individual's ability to acquire knowledge, apply it, solve problems, and think critically and creatively."

"As for the level of the measurement paragraphs, paragraph (AA5), which states (our university is one of the prestigious universities), came in first place, obtaining the highest weighted arithmetic mean (3.38), which was at a very high level, while the standard deviation of this paragraph was (0.964), and it achieved a relative importance of (68%), which explains that the answers are appropriate for the category of a very high level in the field."

"When examining the measurement paragraphs for the same dimension, we notice that paragraph (AA6), which states (our university is one of the locally well-known universities), came in last place by obtaining the lowest weighted arithmetic mean (3.02) and it was at a moderate level, while the standard deviation of this paragraph reached (0.869) and achieved a relative importance of (60%), which explains that the answers are appropriate for the category of a moderate level in the field."

Table (8) Descriptive measures of the academic competence

	Paragraph symbol	Paragraphs Founder of this university/college:	weighted mean	standard deviation	Relative importance%	Order priority
1	AA1	Our university provides high-quality educational services.	3.29	0.958	66%	3
2	AA2	Our university has qualified faculty members.	3.22	0.915	64%	7
3	AA3	Our university offers academic programs/departments that are nationally recognized.	3.33	0.962	67%	2
4	AA4	Our university is one of the preferred universities in the country.	3.17	0.938	63%	8
5	AA5	Our university is a prestigious university.	3.38	0.964	68%	1
6	AA6	Our university is a respected university.	3.02	0.869	60%	9
7	AA7	Our university is a nationally known university.	3.23	0.87	65%	6
8	AA8	Our university graduates are successful graduates.	3.25	0.676	65%	5
9	AA9	Our university is a trusted university.	3.28	0.768	66%	4
Weighted mean for the academic competence dimension			3.24	714.	65%	-

2.2- Description and diagnosis of the responsible management

"Responsible management dimension was measured by (7) measurement items ranging from (RM7-RM1). The dimension obtained a weighted total arithmetic mean of (3.27), which was of a high level, with a standard deviation of (0.65), and achieved a relative importance of (65%). Naturally, this confirms the sample's agreement on what the dimension includes at

a high level, indicating that the private universities and colleges in the study sample are committed to recognizing the interests of society and performing in a manner that improves the well-being of their members by providing high-quality educational services, as social responsibility is one of the strategies adopted by university administration to supervise the university internally and improve its reputation externally.

"As for the level of the measurement paragraphs, paragraph (RM1), which states (our university considers itself a responsible member of society), came in first place, obtaining the highest weighted arithmetic mean (3.68), which was at a high level, while the standard deviation of this paragraph was (0.801), and it achieved a relative importance of (74%), which explains that the answers are appropriate for the category of high level in the field."

"Upon examining the measurement paragraphs for the same dimension, we note that paragraph (RM4), which states, 'Our university is one of the universities that excels in student file management,' came in last place, with the lowest weighted arithmetic mean (2.48), which was at a low level. Meanwhile, the standard deviation for this paragraph was (0.894), achieving a relative importance of (50%), which explains why the answers are appropriate for the low-level category in the field."

Table (9) Descriptive measures for the Responsible Management

	Paragraph symbol	Paragraphs Founder of this university/college:	weighted mean	standard deviation	Relative importance%	Order priority
1	RM1	Our university considers itself a responsible member of society.	3.68	801.	74%	1
2	RM2	Our university treats its employees well and fairly.	3.44	832.	69%	4
3	RM3	Our university has a select group of successful and well-known administrators.	3.46	812.	69%	3
4	RM4	Our university is among the leading universities in student management.	2.48	894.	50%	7
5	RM5	Our university has well-known professors both locally and regionally.	3.47	814.	69%	2
6	RM6	Media reports about our university are generally positive.	3.28	882.	66%	5
7	RM7	Our university is committed to academic excellence.	3.07	892.	61%	6
Weighted mean for the responsible management dimension			3.27	65.	65%	-

2-3- Description and diagnosis of social attraction

Social attraction pleasure was measured by (8) measurement items ranging from (SA8-SA1), as the dimension obtained a total weighted arithmetic mean of (3.37) and was of a high level with a standard deviation of (0.69), and achieved a relative importance of (67%), and of course this confirms the sample's agreement on what the dimension includes at a high level, which indicates that the private universities and colleges in the study sample are interested in attracting others and influencing them, and building positive relationships based on mutual respect and appreciation."

As for the level of the measurement paragraphs, paragraph (SA4), which states (our university provides many good cultural experiences), came in first place, obtaining the highest weighted arithmetic mean (3.82), which was at a high level, while the standard deviation of this paragraph was (0.885), and it achieved a relative importance of (76%), which explains that the answers are appropriate for the category of high level in the field.

When examining the measurement paragraphs for the same dimension, we notice that paragraph (SA7), which states (entering our university is not without difficulty), came in last place by obtaining the lowest weighted arithmetic mean (2.95) and it was of a moderate level, while the standard deviation of this paragraph was (1.689) and it achieved a relative importance of (59%), which explains that the answers are suitable for the category of a moderate level in the field.

Table (10): Descriptive measures of the social attractiveness

	Paragraph symbol	Paragraphs Founder of this university/college:	weighted mean	standard deviation	Relative importance%	Order priority
1	SA1	Our university is at the forefront of innovative universities.	3.71	883.	74%	2

2	SA2	Our university is a sought-after institution for staff, academics, and administrators.	3.31	751.	66%	5
3	SA3	Our university has a distinctive campus.	3.62	951.	72%	3
4	SA4	Our university offers many good cultural experiences.	3.82	885.	76%	1
5	SA5	Our university provides the resources its students need (computers, library, transportation, etc.).	3.14	1.154	63%	6
6	SA6	Our university appears to have strong prospects for future growth.	3.37	891.	67%	4
7	SA7	Getting into our university is not without difficulty.	2.95	1.689	59%	8
8	SA8	Our graduates can easily find employment.	3.11	1.124	62%	7
Weighted mean for the social attractiveness dimension			3.37	69.	67%	-

5-TESTING THE CORRELATION HYPOTHESES

The first main hypothesis: There is a statistically significant correlation between entrepreneurial imaginativeness and university reputation.

The results in Table (11) show that there is a statistically significant correlation between entrepreneurial imaginativeness and university reputation, with a value of (0.721) and a significance level of (0.01). This indicates that the entrepreneurial imaginativeness variable contributes significantly to enhancing the university's reputation.

Table (11) Matrix of the relationship between entrepreneurial imaginativeness and university reputation

	Creative imaginativeness	Social imaginativeness	practical imagination	Entrepreneurial imagination
Academic ability	**676.	**755.	**666.	**753.
Responsible management	**586.	**374.	**477.	**521.
Social appeal	**410.	**371.	**438.	**439.
University reputation	**708.	**628.	**663.	**721.

** The correlation is significant at a significance level of (0.01).

The results of Table (11) indicate that there are direct and significant correlations at the 1% level between the dimensions of entrepreneurial imaginativeness (Creative imaginativeness, Social imaginativeness, Practical imaginativeness) and the dimensions of university reputation (academic capability, responsible management, social attractiveness). The simple correlation coefficient values between these dimensions are as follows:

A-There is a statistically significant correlation between the dimension of Creative imaginativeness and the variable of university reputation .

The simple correlation coefficient between the Creative imaginativeness dimension and the university reputation variable in its dimensions was (0.708), which is a high positive correlation. This indicates that improving Creative imaginativeness contributes significantly to enhancing the university's reputation, which shows that universities that prioritize creativity and innovation tend to build a strong reputation, while a good reputation creates a favorable environment for Creative imaginativeness.

B- There is a statistically significant correlation between the dimension of Social imaginativeness and the variable of university reputation .

The simple correlation coefficient between the Social imaginativeness dimension and the university reputation variable in its dimensions was (0.628), which is a high positive correlation. This indicates that improving the Social imaginativeness contributes significantly to enhancing the university's reputation, which reflects that the Social imaginativeness is linked to the university's reputation through forming perceptions related to the experiences of faculty members, which in turn affects how they evaluate the university.

C- There is a statistically significant correlation between the Practical imaginativeness dimension and the university reputation .

The simple correlation coefficient between the Practical imaginativeness dimension and the university reputation variable in its dimensions was (0.663), which is a high positive correlation. This indicates that improving Practical imaginativeness contributes significantly to enhancing the university's reputation, which indicates that the university that encourages the application of knowledge and supports innovation in the real world will naturally have a higher reputation, while a university with a good reputation will succeed in enhancing a practical and applied educational environment.

6-INFLUENCE HYPOTHESES

The second main hypothesis: There is a significant influence of entrepreneurial imaginativeness on university reputation.

The results of Table (12) and the data presented in Figure () show a significant influence of entrepreneurial imaginativeness on university reputation. A one-unit increase in entrepreneurial imaginativeness leads to an improvement in university

reputation of 0.498, with a standard error of 0.039 and a critical value of 12.769. This indicates the universities and colleges studied are aware of the importance of enhancing entrepreneurial imaginativeness to achieve significant improvements in their reputation.

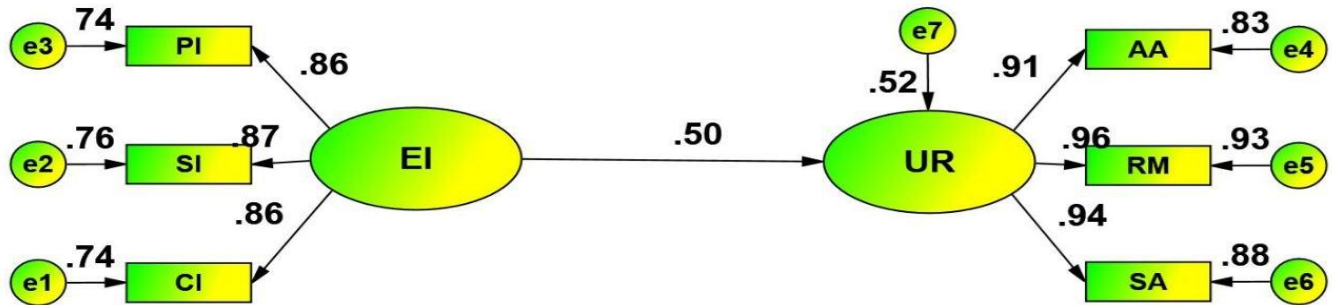


Figure (2) Standard model of the impact of entrepreneurial imaginativeness on university reputation

Entrepreneurial imaginativeness also contributed to explaining (0.520) of the variance in the university's reputation, while the remaining value falls outside the study's limits.

Table (13) Results of the analysis of the impact of entrepreneurial imaginativeness on university reputation

The path			Standard weight	standard error	critical value	Coefficient of determination R2	probability (P)
Entrepreneurial imagination	---	University reputation	0.498	0.039	12.769	0.520	0.001

The following sub-hypotheses branch out from this hypothesis:

A. There is a statistically significant impact of Creative imaginativeness on the university's reputation in its dimensions (academic ability, responsible management, and social attractiveness).

Table (13) showed the existence of a significant impact of the dimension of Creative imaginativeness on the university's reputation in its dimensions (academic ability, responsible management, and social attractiveness), as increasing the dimension of Creative imaginativeness by one unit leads to an improvement in the university's reputation with a value of (0.270) and a standard error rate equal to (0.063) and a critical value of (4.286), which means that the universities and colleges studied are aware of the importance of improving the university's reputation (academic ability, responsible management, and social attractiveness) by relying on Creative imaginativeness.

B. There is a statistically significant effect of Social imaginativeness on the university's reputation in its dimensions (academic ability, responsible management, and social attractiveness).

It is noted from the table (13) that there is a significant impact of the Social imaginativeness dimension on the university's reputation in its dimensions (academic ability, responsible management, and social attractiveness), as increasing the Social imaginativeness dimension by one unit leads to an improvement in the university's reputation with a value of (0.479) and a standard error rate equal to (0.091) and a critical value of (5.264), which means that the universities and colleges studied are aware of the importance of improving the university's reputation (academic ability, responsible management, and social attractiveness) by relying on the speed of the Social imaginativeness.

C. There is a statistically significant effect of Practical imaginativeness on the university's reputation in its dimensions (academic ability, responsible management, and social attractiveness).

Table (13) shows that there is no significant effect of the Practical imaginativeness dimension on the university's reputation in its dimensions (academic ability, responsible management, and social attractiveness), which means that there is a weak awareness of the universities and colleges studied of the importance of improving the university's reputation (academic ability, responsible management, and social attractiveness) by relying on the speed of Practical imaginativeness.

THE FOURTH TOPIC

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. There is a statistically significant correlation between entrepreneurial imaginativeness and university reputation, indicating the interest of administrators at the universities studied in enhancing these elements, which may contribute to improving academic and innovative performance within educational institutions.

2. The results showed a positive relationship between entrepreneurial imaginativeness and university reputation. Enhancing entrepreneurial imaginativeness can lead to significant improvements in reputation, reflecting the importance of innovation

and creativity in academic circles. This requires educational institutions to focus on developing entrepreneurial skills within their environments to enhance their reputation and increase their positive impact on society.

3. The study results demonstrated that Creative imaginativeness is of great importance to administrators at the universities studied, given its significant role in focusing on innovation and creativity in a way that can contribute to improving academic capacity, responsible management, and social attractiveness. This requires educational institutions to invest resources in developing programs and initiatives that enhance Creative imaginativeness to achieve a better academic reputation and increase positive impact on society.

4. The results showed that Social imaginativeness is an influential factor in enhancing the reputation of administrators at the universities studied, highlighting the importance of teamwork and social interaction in improving academic competence, responsible management, and social appeal. This indicates that educational institutions need to foster environments that encourage Social imaginativeness and develop programs that contribute to strengthening social relations, which leads to improving academic reputation and increasing positive influence in society.

RECOMMENDATIONS

1. Administrators at the universities studied should work to develop comprehensive strategies to enhance entrepreneurial imaginativeness and entrepreneurial social identity through training programs, workshops, and initiatives that encourage innovation. This will contribute to improving the university's reputation and increasing its academic effectiveness.

2. Administrators at the universities studied should design training programs and workshops that focus on enhancing the entrepreneurial skills and creativity of students and faculty members, to improve their reputation and increase their positive impact on society.

3. Administrators at the universities studied should allocate the necessary resources to create innovative educational initiatives and programs focused on fostering Creative imaginativeness. This will help improve their academic reputation and increase their positive impact on society.

4. Administrators at the universities studied should work to develop effective strategies that enhance entrepreneurial imaginativeness and social identity through awareness programs and workshops, which will help increase the positive impact on their academic reputation.

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Appendices

Appendix (1)

List of interviews by job title

	Name	Job title	Governorate
1	Dr. Aqil Majeed Al-Saadi	Dean of Hilla University	Babylon
2	Dr. Mohammed Al-Moussawi	Dean of the Islamic University in Diwaniyah	Al-Diwaniyah
3	Dr. Riad Khalil Ibrahim	Dean of Imam Jaafar Al-Sadiq University)	Al-Muthanna
4	Dr. Nouris Mohammed Shahid Al-Dahan	President of Al-Kafeel University	Holy Karbala
5	Dr. Aqil Sarhan Muhammad	Dean of Sawa Private University	Al-Muthanna
6	Dr. Turki Muftan Saad	Assistant President of Sawa Private University for Academic Affairs	Al-Muthanna
7	Dr. Samer Makki	Dean of the College of Medicine / Al-Kafeel University	Holy Karbala