



## THE IMPACT OF WORK PASSION ON ORGANIZATIONAL SUCCESS: AN EXPLORATORY STUDY IN SELECTED COLLEGES OF THE UNIVERSITY OF SAMARRA

**Firas Hussein Alwan**

Department of Business Administration, College of Administration and Economics, Tikrit University, Iraq

Email: [Firas\\_maw2005@tu.edu.iq](mailto:Firas_maw2005@tu.edu.iq)

**Tabarak Abdul Rahman Abdul Qadir**

Department of Business Administration, College of Administration and Economics, Tikrit University, Iraq

Email: [tabarkaa17@gmail.com](mailto:tabarkaa17@gmail.com)

**Abstract.** The current study aims to determine the impact of work passion, with its dimensions (self-motivation, work engagement, and enjoyment at work), on organizational success, with its dimensions (efficiency and effectiveness), in selected colleges of the University of Samarra. The study adopted the descriptive-analytical approach, and data were collected through a questionnaire prepared for this purpose. The questionnaire was distributed to a random sample of (148) faculty members in selected colleges of the University of Samarra, namely the Colleges of Arts, Administration and Economics, and Agriculture, whose total teaching staff comprises (240) individuals. The responses of the sample members were analyzed using the statistical software (SPSS V.24). The study reached several findings, the most prominent of which was the existence of a strong impact of work passion on organizational success, indicating that work passion, through its dimensions of self-motivation, work engagement, and enjoyment at work, affects the success of the colleges under study. The dimensions of work passion were found to be present in the colleges under study according to the results of the (T) test, as they were statistically significant at less than (5%), indicating that the colleges under study possess the dimensions of work passion that enable them to perform tasks comprehensively, efficiently, and effectively. The study added value by highlighting a behavioral and psychological variable among faculty members that contributes to achieving success at the level of the colleges under study and the university, as previous studies had not examined the relationship between these two variables.

**Keywords:** Work Passion, Organizational Success, Efficiency, Effectiveness, University of Samarra

## Introduction

Organizations in the current era face intense competition as a result of the rapid pace of technological developments and the increasing desires and requirements of consumers for goods and services. This has made achieving and maintaining organizational success a concern for all organizations, particularly as the success of these organizations is no longer measured solely by their organizational outputs, but also by the extent to which these outputs are consistent with the emerging requirements of customers and the added value they provide to them [1], [2].

Organizational success is one of the concepts that has received increasing attention in management studies due to its association with an organization's ability to achieve its objectives efficiently and effectively, adapt to the requirements of the surrounding environment, and achieve positive, sustainable, and high-quality outcomes while making optimal use of all available types of resources. Organizational success reflects a positive work environment that contributes to attracting competent individuals and talents whose creative ideas are employed to achieve organizational excellence, as well as enhancing the overall performance of employees and their job satisfaction with the work and procedures adopted to meet their requirements, achieve individual and organizational objectives, and increase their motivation toward innovation and creativity at work. Accordingly, success represents the outcome of the interaction of a set of organizational factors that are aligned toward achieving a competitive advantage over competitors [3], [4].

In light of this orientation, there has emerged a need for employees who possess passion, desire, and psychological readiness for work, and who are willing to exert additional efforts to achieve organizational objectives. The fundamental driver of these efforts and energies exerted by employees remains their feeling that what they do has meaning and value for themselves and their organizations, and that their performance stems from a sense of connection and harmony with their jobs. This provides them with energy, enthusiasm, and the desire to continue striving for positive outcomes despite the obstacles they encounter. They are also willing to exert additional efforts to accomplish tasks because of their passion for and enjoyment of their work, and they perceive the increasing complexity of work as an opportunity for continuous and distinctive learning. In this context, work passion is not merely a transient feeling of enthusiasm; rather, it represents an intrinsic, powerful force that drives employees to work, become deeply engaged in it, and enjoy all its details. The impact of work passion on organizational success becomes evident as it supports the transformation of individual energies and capabilities into tangible organizational outcomes [5], [6], [7].

The significance of the current study lies in its examination of a vital topic that contributes to the success of various types of organizations, as no organization is devoid of human resources, and, naturally, the passion of these resources for their work provides them with greater motivation to achieve. Accordingly, the study highlights the motivation for organizational success and the achievement of competitive advantage. The current study aims to determine the impact of work passion through its dimensions of motivation, engagement, and enjoyment, and to demonstrate the extent to which these dimensions contribute to enhancing the organization's ability to achieve its objectives and outcomes. The researchers encountered several challenges in completing this study, including the novelty of the work passion variable and the limited availability of Arabic sources. At the field level, obtaining field data was difficult due to the low response rate of the research sample to the questionnaire items, which required considerable time and effort to obtain an adequate number of responses from the sample [8], [9], [10].

To achieve the objectives of the study, it was divided into five sections. The first section addresses the methodological framework of the study, while the second section focuses on work passion. The third section examines organizational success, and the fourth section is devoted to the field aspect of the study. The study concludes with the fifth section, which presents the conclusions and recommendations.

## Methods

Methodology represents the organized framework followed by the researcher in studying and diagnosing the problem and achieving the objectives of the study. Through methodology, appropriate scientific procedures and methods are identified for collecting, analyzing, and interpreting data and presenting the findings objectively.

### First: Study Problem

Organizational success has been and continues to be a persistent motivation for organizations to achieve leadership in the labor market. However, across different contexts and periods, many organizations in various sectors have faced challenges that hinder the achievement and sustainability of such success, as it is associated with several factors that directly or indirectly influence it. Among the most prominent of these factors is the human resource, which represents the driving force and fundamental pillar around which various organizational factors revolve and by which they are influenced. Therefore, organizations, including universities, are required to stimulate employees' passion for work and explore all methods that enhance their self-motivation, engagement, and enjoyment of work in order to achieve organizational success. Nevertheless, these organizations, including the university under study, continue to face difficulties in sustaining their organizational successes in succession within an environment characterized by continuous fluctuations. Accordingly, the problem of the study is represented by the following question:

What is the impact of work passion on organizational success in the colleges under study?

This question gives rise to several sub-questions, as follows:

- a. To what extent are the dimensions of work passion available in the colleges under study?
- b. To what extent are the dimensions of organizational success available in the colleges under study?
- c. What are the factors influencing organizational success in the colleges under study?
- d. Is there a correlation between work passion and organizational success in the colleges under study?
- e. Does work passion affect organizational success in the colleges under study?

### Second: Significance of the Study

The significance of the study lies in the contributions it provides at both the theoretical and practical levels, as follows:

#### A. Theoretical Significance

- a. The study contributes to enriching academic knowledge regarding the concepts of the variables examined in the current study, namely work passion and organizational success.
- b. It contributes to enriching the Arabic management literature with a study addressing the relationship between work passion and organizational success.
- c. It contributes to developing the theoretical understanding of the factors that contribute to achieving organizational success by focusing on the psychological and behavioral aspects of employees and enhancing their passion for work.

#### B. Practical Significance

- a. It assists the leadership of the colleges under study in enhancing faculty members' work passion through the practical findings reached by the study.
- b. It assists the leadership of the colleges under study in achieving organizational success by identifying the strengths and weaknesses revealed by the statistical results of the sample members' opinions regarding the dimensions of organizational success.
- c. The study attempts to measure and diagnose the dimensions of work passion and organizational success, as possessing these dimensions has become essential for the colleges under study in light of technological developments and the rapid changes in the work environment.
- d. It provides proposals for the leadership of the colleges under study concerning improving organizational performance by developing faculty members' creative behaviors and enhancing work quality.

### Third: Objectives of the Study

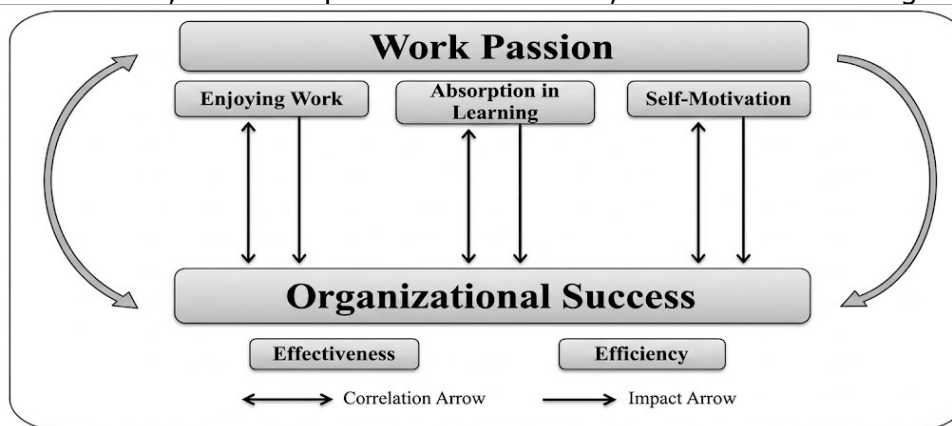
The study seeks to achieve a set of objectives, as follows:

- To determine the availability of the dimensions of work passion in the colleges under study.
- To determine the availability of the dimensions of organizational success in the colleges under study.
- To identify the factors influencing organizational success in the colleges under study.
- To identify the correlation between work passion and organizational success in the colleges under study.
- To determine the impact of work passion on organizational success in the colleges under study.

### Fourth: Hypothetical Model of the Study and Its Hypotheses

#### A. Hypothetical Model of the Study

Based on the problem and objectives of the study, the hypothetical model of the study is developed to test the logical relationships among its variables. The independent variable is work passion, which comprises three dimensions, while the dependent variable is organizational success, which comprises two dimensions, as illustrated in the figure below.



Source: Prepared by the Researchers  
Figure 1. Hypothetical Model of the Study

#### B. Study Hypotheses

The study is based on three main hypotheses, from which several sub-hypotheses are derived, as follows:

- First Main Hypothesis: There is a statistically significant correlation between work passion and organizational success at both the overall level and the level of dimensions.
- Second Main Hypothesis: Work passion has a statistically significant effect on organizational success at both the overall level and the level of dimensions.
- Third Main Hypothesis: Work passion is present in the organization under study at both the overall level and the level of dimensions.

#### Fifth: Study Boundaries

- Conceptual Boundaries: The study boundaries were represented by the two research variables: work passion and organizational success.
- Human Boundaries: The study was limited to a random sample of faculty members in selected colleges of the University of Samarra.
- Spatial Boundaries: The study was conducted in a number of colleges at the University of Samarra.
- Temporal Boundaries: The study was conducted during the period from December 15, 2025, to March 10, 2026.

#### Sixth: Study Method

The current study adopted the descriptive-analytical approach because it is consistent with the problem and objectives of the study. This approach is characterized by not being limited to providing a description of the phenomenon under investigation; rather, it goes beyond this to

analyze its components and elements and the relationships among its variables, thereby contributing to the provision of accurate and objective findings.

## Seventh: Data Collection Methods

To achieve the objectives of the study and test its hypotheses, two methods were adopted to collect the data for this study, as follows:

### A. Theoretical Aspect

The theoretical aspect of this study was covered by relying on various theoretical sources, including previous studies represented by scholarly contributions and research published in Arabic and international journals, periodicals, conference proceedings, books, and Internet websites.

### B. Practical Aspect

In accordance with the field research approach, methods and procedures appropriate to this type of research were employed. Data were collected by surveying the opinions of a sample of faculty members from the colleges under study through a questionnaire prepared by the researchers for this purpose. Based on the collected primary data, descriptive and inferential analyses were conducted using a set of mathematical and statistical methods, including frequencies, percentages, arithmetic means, standard deviations, Pearson's correlation coefficient, and the regression equation using the Ordinary Least Squares (OLS) method, with the statistical software SPSS Ver. 24, in addition to Excel. The results were then discussed and the hypotheses were evaluated.

The study included two variables. The first was the independent variable (Work Passion), denoted by the symbol (X), consisting of 12 items. The second was the dependent variable (Organizational Success), denoted by the symbol (Y), also consisting of 12 items. These variables were measured using a questionnaire prepared by the researchers, which comprised three sections, as illustrated below.

The responses of the sample members were quantified using a five-point Likert scale, with ascending values corresponding to the degree of agreement. The response "Strongly Disagree" was assigned a value of (1), "Disagree" a value of (2), "Neutral" a value of (3), "Agree" a value of (4), and "Strongly Agree" a value of (5).

**Table 1.** Questionnaire Structure and Coding

| No. | Variables                  | Sub-dimensions           | Code | Measurement Indicators | Sources                    |
|-----|----------------------------|--------------------------|------|------------------------|----------------------------|
| 1   | Demographic Information    | Gender                   | D1   | ....                   | Prepared by the researcher |
|     |                            | Academic Title           | D2   | ....                   |                            |
|     |                            | Qualification / Degree   | D3   | ....                   |                            |
|     |                            | Years of Service         | D4   | ....                   |                            |
|     |                            | Scientific Research      | D5   | ....                   |                            |
|     |                            | Conferences and Seminars | D6   | ....                   |                            |
| 2   | Work Passion (X)           | Self-Motivation          | XX1  | X1-X4                  | [9], [10]                  |
|     |                            | Work Absorption          | XX2  | X5-X8                  |                            |
|     |                            | Work Enjoyment           | XX3  | X9-X12                 |                            |
| 3   | Organizational Success (Y) | Efficiency               | YY1  | Y1-Y4                  | [11], [12], [13]           |
|     |                            | Effectiveness            | YY2  | Y5-Y8                  |                            |

Source: Prepared by the Researchers Based on the Sources Mentioned Above



## Eighth: Testing the Validity and Reliability of the Research Instrument

The validity of the questionnaire was tested through construct validity, using the validity coefficient calculated as the square root of Cronbach's alpha coefficient. As shown in Table (2), the validity coefficient values are very high, indicating the validity of the questionnaire, meaning that the statements of the questionnaire accurately represent what is intended to be measured in terms of the study variables.

The reliability of the questionnaire was tested using Cronbach's alpha coefficient, based on the hypothetical threshold value of 0.70. This coefficient is used to verify whether redistributing the questionnaire to the same individuals under similar conditions would produce similar responses. As also shown in Table (2), the calculated Cronbach's alpha coefficients are high and exceed the hypothetical threshold value, indicating the reliability and internal consistency of the questionnaire. Accordingly, these results support the reliability of the data collected through this questionnaire and its suitability for the subsequent statistical analysis procedures of the study.

**Table 2.** Validity and Reliability Test for the Questionnaire Form

| Variables and Dimensions   | Code | Validity Coefficient | Cronbach's Alpha | Number of Items |
|----------------------------|------|----------------------|------------------|-----------------|
| A. Self-Motivation         | XX1  | 0.882                | 0.778            | 4               |
| B. Absorption / Engagement | XX2  | 0.861                | 0.742            | 4               |
| C. Enjoyment               | XX3  | 0.912                | 0.831            | 4               |
| Work Passion               | X    | 0.949                | 0.901            | 12              |
| A. Efficiency              | YY1  | 0.917                | 0.841            | 4               |
| B. Effectiveness           | YY2  | 0.930                | 0.865            | 4               |
| Organizational Success     | Y    | 0.953                | 0.909            | 8               |

Source: Prepared by the Researchers Based on the Outputs of (SPSS Ver. 24)

## Ninth: Description of the Study Field, Population, and Sample

### A. Description of the Study Field

The University of Samarra is one of the governmental higher education institutions in Iraq. It was established in (2012) in the city of Samarra, one of the largest districts of Salah Al-Din Governorate, with a high population density. Since its establishment, the university has sought to provide distinguished educational services and has worked to create an ideal environment for faculty members and students to advance the educational process. The university includes several scientific and humanities colleges, namely the College of Engineering, College of Agriculture, College of Education for Humanities, College of Applied Sciences, College of Pure Sciences, College of Administration and Economics, College of Arts, College of Law, and College of Physical Education and Sports Sciences. It has graduated numerous cohorts into the labor market and includes various administrative and advisory units that provide different services in addition to educational services. The researchers selected the university as the field of the current study for the following reasons:

- It is one of the reputable Iraqi public universities that provides diverse educational services to a large segment of Iraqi society.
- It has made numerous contributions to knowledge at both the local and international levels, represented by scientific research and patents.
- It has young faculty members with distinguished levels of knowledge who are passionate about academic work.
- The diversity of scientific and humanities specializations at the university provides a diverse academic community that can contribute to obtaining more comprehensive data and allows the phenomenon to be studied from multiple perspectives.

### B. Study Population and Sample

The research field was represented by the University of Samarra, specifically three colleges: the College of Arts, the College of Administration and Economics, and the College of

Agriculture. This sector was selected due to its relevance to the research topic, which examines work passion and its role in enhancing organizational success. The study population consisted of the academic teaching staff in these three colleges, totaling (240) faculty members. A random sample was selected after determining its size according to the Steven K. Thompson equation, resulting in a sample of (148) faculty members. Table (3) presents the distribution of the sample according to the colleges.

**Table 3.** Distribution of Sample Members by Colleges (Field of Study)

| Colleges                     | Population | Sample |
|------------------------------|------------|--------|
| Arts                         | 122        | 74     |
| Administration and Economics | 59         | 37     |
| Agriculture                  | 59         | 37     |
| Total                        | 240        | 148    |

Source: Prepared by the researchers based on the surveyed colleges.

Figure (2) shows the percentage of the study sample compared to the size of the target population.

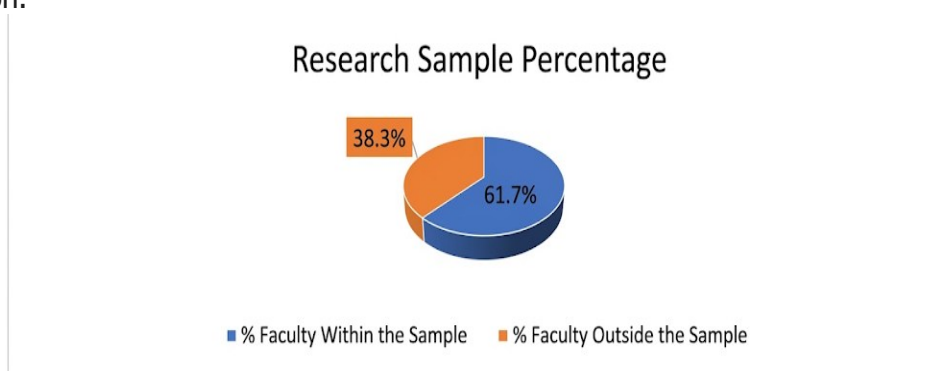


Figure (2): Percentage of the Study Sample

## Description of the Sample Members

The table included six pieces of demographic information, namely gender, academic rank, academic degree, years of service, research publications, and conferences and seminars, which were adopted to identify the demographic characteristics of the sample members. These characteristics were described using a number of statistical methods, as presented in the table below.

**Table 4.** Description of Sample Members According to Demographic Characteristics

| Information               | Categories          | Frequency | Percentage % | Rank |
|---------------------------|---------------------|-----------|--------------|------|
| 1. Gender                 | Male                | 98        | 66.2         | 1    |
|                           | Female              | 50        | 33.8         | 2    |
| 2. Academic Rank          | Assistant Lecturer  | 66        | 44.6         | 1    |
|                           | Lecturer            | 49        | 33.1         | 2    |
|                           | Assistant Professor | 26        | 17.6         | 3    |
|                           | Professor           | 7         | 4.7          | 4    |
|                           | Master's            | 77        | 52.0         | 1    |
| 3. Academic Qualification | Ph.D.               | 71        | 48.0         | 2    |
|                           | Less than 10 years  | 81        | 54.7         | 1    |
|                           | 10–20 years         | 47        | 31.8         | 2    |
|                           | 21–30 years         | 15        | 10.1         | 3    |
|                           | 31 years and above  | 5         | 3.4          | 4    |

| Information                 | Categories                   | Frequency | Percentage % | Rank |
|-----------------------------|------------------------------|-----------|--------------|------|
| 5. Published Research       | Less than 10 research papers | 118       | 79.7         | 1    |
|                             | 10–20 research papers        | 22        | 14.9         | 2    |
|                             | 21–30 research papers        | 5         | 3.4          | 3    |
|                             | 31 research papers and above | 3         | 2.0          | 4    |
|                             |                              |           |              |      |
| 6. Conferences and Seminars | 10 or less                   | 104       | 70.3         | 1    |
|                             | 11–20                        | 27        | 18.2         | 2    |
|                             | 21–30                        | 10        | 6.8          | 3    |
|                             | 31–40                        | 1         | 0.7          | 5    |
|                             | 41 and above                 | 6         | 4.1          | 4    |

Source: Prepared by the Researchers Based on the Demographic Information

- Gender: It is observed from the table that the majority of the sample members are males, with 98 individuals out of the total sample ( $n = 148$ ), representing 66.2%, while females represented 33.8%. This indicates that the colleges under study possess a good level of gender diversity, as the male-to-female representation ratio in many local and even global occupations continues to suffer from imbalance, given that the majority of organizations, including those under study, believe that males have greater capabilities and potential to perform organizational tasks.
- Academic Rank: The majority of the sample members hold the academic rank of Assistant Lecturer, representing 44.6%, followed by the rank of Lecturer at 33.1%, then Assistant Professor at 17.6%, and finally Professor at 4.7%. This indicates the limited representation of higher academic ranks, such as Assistant Professor and Professor, compared with the ranks of Assistant Lecturer and Lecturer in the sample. This confirms that the university under study is a relatively newly established university, and that the majority of its teaching staff are young, who, according to the years of eligibility required for academic promotion, have not yet reached advanced academic ranks.
- Academic Degree: The majority of the sample members hold a Ph.D. degree, representing 52%, with a slight difference compared with those holding a Master's degree, who represent 48%. These results support the academic awareness of the sample members in responding objectively to the questionnaire items and indicate the level of knowledge maturity possessed by the majority of these faculty members in providing distinguished educational services to students.
- Years of Experience: Most of the sample members have experience within the category of less than 10 years, representing 54.7%, followed by the category of 10–20 years at 31.8%, then the category of 21–30 years at 10.1%, and finally the category of 31 years and above at 3.4%. These results support the knowledge awareness of the sample members. This finding is consistent with the results related to academic rank, which indicate that the faculty members at the university and colleges under study possess youthful capabilities and energies, as well as diverse experiences resulting from academic work.
- Research Publications: It is also observed that 79.7% of the sample members have published scientific research within the category of fewer than 10 research papers, with a substantial difference compared with the other categories. This is followed by the category of 10–20 research papers at 14.9%, then the category of 21–30 research papers at 3.4%, and finally the category of 31 research papers or more. This finding confirms the consistency among academic ranks, years of experience, and published research. It is observed that each category has produced research consistent with its academic level. The younger age groups, which constitute the largest proportion, have



a lower number of published research papers, partly because they are assigned administrative tasks that require youthful energy, while their teaching responsibilities are lower than those of faculty members holding higher academic ranks, who are assigned to teach undergraduate and postgraduate studies and are required to undertake substantial development in this area.

- f. Conferences and Seminars: It is observed that the majority of the sample members fall within the category of 10 or fewer, representing 70.3%, followed by the category of 11–20 at 18.2%, then the category of 21–30 at 6.8%, followed by the category of 31–40 at 0.7%, and finally the category of 41 or more at 0.4%. This finding confirms what was previously stated, namely that the teaching staff in the colleges under study possess considerable skills and capabilities for learning and make significant efforts to develop themselves and provide distinguished scientific services and outputs.

## **Results and Discussion**

### **Chapter Two**

#### **Work Passion**

##### **Introduction**

Organizations strive to foster employees' passion for work, as it represents a deep interest in and genuine love for the job or activity that an individual performs in a particular task, such that the individual feels motivated and willing to continue and develop in it and derives a sense of meaning and personal satisfaction from the work. This has led organizations to employ various means and methods to foster employees' passion for their organizational work and motivate them toward creativity.

##### **First: The Concept of Work Passion**

Passion has received considerable attention from researchers across various disciplines due to the positive outcomes it generates. It has consequently been viewed from several personal aspects related to the individual's self and relational aspects governed by interactions. Work passion refers to a strong inclination toward a particular activity in which individuals find their personality and values, along with an attraction to all its details. Employees perceive such activity as essential, find their sense of self within it, and invest considerable time, effort, and dedication in it [5]. This was also confirmed by Spehar et al. [7], who described it as a strong inclination that employees develop toward an activity they love, consider important, and invest their individual energies and skills in. Accordingly, work passion emerges as a psychological state characterized by the experience of strong positive emotions, an intrinsic motivation to work, and a sense of meaningful connection with work.

Yukhymenko-Lescroart and Sharma [6] argue that the intense desire of working individuals toward a particular task stimulates their attraction to and love for it, making them feel that it constitutes part of their thinking and identity.

Work passion is a strong and positive feeling toward a specific activity or task, accompanied by a strong desire to participate in and personally invest in that activity. It is divided into harmonious passion and obsessive passion. Employees with harmonious passion engage positively, actively, flexibly, and in a balanced manner, which enhances personal happiness and productivity at work. In contrast, those with obsessive passion experience intense, almost compulsive involvement, which may lead to psychological and emotional stress and deterioration in mental health due to the difficulty of detaching from and preoccupation with work [14]. The researchers operationally define it as an individual's feeling of love for their work, whereby work becomes part of their identity and motivates them to accomplish tasks in the best possible ways and exert additional efforts to achieve the required outcomes.

##### **Second: The Importance of Work Passion**

Work passion has received increasing attention in contemporary management literature as one of the positive psychological variables that contribute to explaining differences in levels of performance and success among individuals and organizations. It is positively associated with sustainable performance, psychological well-being, and the ability to adapt to work-related pressures. Conversely, the absence of passion or its transformation into obsessive passion may

negatively affect work–life balance. Developing work passion in a balanced manner represents a fundamental pillar for supporting organizational success [6], [15]. Its importance can be highlighted as follows:

- a. **Enhancing Motivation:** Employees who are passionately attracted to their work demonstrate greater motivation at work.
- b. **Improving Well-Being:** Work passion becomes a source of personal enjoyment for employees when their passion is harmonious, enabling them to engage positively rather than compulsively.
- c. **Enhancing Positive Emotions:** Employees who engage in their work are able to regulate their feelings and emotions, thereby increasing their levels of work engagement.
- d. **Engagement in Meaningful Activities:** Passionate employees are assigned important and complex activities because such activities require them to devote greater effort and time, and they are more capable of performing them than others [16].
- e. **Increasing Creativity:** Work passion enhances work harmony and leads to positive outcomes that foster creativity among passionate employees [14].
- f. **Work–Life Balance:** Passion for work enables employees to establish adaptive boundaries between their work and other areas of life, thereby reducing the likelihood of conflict between their personal and professional lives, as such conflict often leads to counterproductive behaviors at work [17].

### Third: Dimensions of Work Passion

Work passion is not limited to merely feeling enthusiastic about work; rather, it is manifested through a set of dimensions that reflect the level of intrinsic motivation, psychological engagement, and enjoyment experienced while performing work. In this context, the management literature has addressed work passion through several key dimensions, most notably self-motivation, learning engagement, and enjoyment at work, which collectively reflect the degree of an individual's attachment to their work and level of engagement. The current study adopted these dimensions for the following reasons: they reflect employees' harmony with, love for, and engagement in their work, in addition to their novelty and suitability to the field under study. The following dimensions were identified by Johri et al. [9] and Juwaid [10] and were adopted in the current study:

- a. **Self-Motivation:** The intrinsic drive that describes the natural tendency of passionate employees toward comprehension, mastery, spontaneous interest, and exploration. It is essential for cognitive and social development and represents a major source of enjoyment and vitality at work. Several factors may contribute to self-motivation or intrinsic motivation, including work challenges, rewards, positive evaluations from senior management, job empowerment, and autonomy, all of which enhance employees' self-motivation and direct them toward the optimal accomplishment of organizational tasks [18].
- b. **Learning Engagement:** A psychological state in which employees become deeply engaged in performing their work, such that work becomes an essential part of their self-identity, accompanied by a high level of concentration and continuous mental preoccupation with job tasks. Employees who have obsessive passion for work and focus on it for learning demonstrate intense persistence toward their passionate activity. In this case, individuals may ultimately experience dependence on the passionate activity for developing their personal skills and achieving advanced levels of knowledge. Consequently, they may become more likely to experience conflicts with other aspects of their lives that affect their balance, in addition to psychological frustration when the outcomes do not correspond to what they had previously planned [19].
- c. **Enjoyment at Work:** An employee's feeling of comfort and enjoyment in their work, which increases their enthusiasm for work and helps them overcome obstacles in completing their duties. Passionate employees devote more time to performing complex tasks and mobilize additional resources to carry out their professional activities, thereby achieving positive outcomes at the organizational level by resolving problems facing the organization, and at the individual level through increased knowledge, creativity, and

personal skills. In contrast, employees who lack work passion do not enjoy their work and may experience a feeling that they do not need to be productive within the organization [17]. Enjoyment at work is associated with performing tasks spontaneously and without constraints imposed by organizational leadership. Employees often choose tasks spontaneously, even when they are difficult, because such tasks are consistent with their personal values and goals, and they perceive them as producing positive outcomes and enhancing their job satisfaction [7].

## Chapter Three

### Organizational Success

#### Introduction

Organizations that achieve organizational success are characterized by their ability to utilize their resources efficiently, achieve their objectives effectively, and maintain the flexibility required to respond to all changes in the surrounding environment. Organizational success is not a temporary event; rather, it is the outcome of a complex fabric of structural, cultural, and technological factors that interact with one another to achieve sustainability and outstanding performance.

#### First: The Concept of Organizational Success

Webster's Dictionary (1974) defines success linguistically as reaching the best or achieving excellence [20]. Organizational success represents organizations' ability to generate new ideas and knowledge with the aim of producing distinctive goods and services to ensure their continued presence in the competitive market [21]. It also refers to their ability to optimally utilize their human, financial, material, and technological resources and benefit from the expertise and skills acquired through learning from previous experiences [22]. This enables organizations to operate efficiently, achieve optimal utilization of available resources, and reduce waste and losses in production processes and, consequently, costs.

Organizational success is the process of managing and changing an organization's culture and strategy to keep pace with technological advancement and total quality, in order to gain customer satisfaction and loyalty by providing an innovative product or service that meets the organization's objectives and future aspirations [1]. Accordingly, it represents organizations' utilization of critical opportunities in the work environment, preceded by effective strategic planning based on shared objectives and a vision established by organizational leadership and employees, with efforts directed toward their implementation [11].

Based on the foregoing perspectives, the researchers provide their operational definition, whereby organizational success is defined as the organization's ability to utilize its resources efficiently and achieve its objectives effectively through the flexibility of its operations to adapt to changes in the work environment.

#### Second: The Importance of Organizational Success

The importance of organizational success is evident and extends across various fields and areas. The following points highlight the importance of success for organizations [4]:

- a. It enables the organization to confront sudden changes and unexpected events in the surrounding environment.
- b. It enhances employees' morale, thereby contributing to the promotion of organizational creativity and innovation.
- c. It meets the organization's needs for material, financial, human, and informational resources.
- d. It contributes to achieving a sustainable competitive advantage for the organization [23].
- e. It enables the organization to align with the requirements of the labor market [2].

#### Third: Factors of Organizational Success

Several organizational factors contribute to achieving success for organizations. Possessing capabilities that enable the organization to control work processes, particularly modern technologies used in work systems, enables it to achieve success, which represents the objective of every organization. These factors can be identified as follows [24], [25]:

- a. Responsiveness: Rapid response to market requirements is a primary factor in organizational success. Therefore, senior management should consider designing jobs and processes in a manner that simplifies and accelerates decision-making.
- b. Transformability: This is achieved through having trained human resources capable of performing multiple functions and duties with the assistance of technology, thereby ensuring flexibility in executing tasks and processes.
- c. Integration: This involves achieving coordination and harmony among all departments within the organization to execute tasks and functions jointly in pursuit of organizational objectives, in a manner that prevents overlaps among organizational departments.
- d. Innovation: The process through which organizations develop new goods and services or create new production and operating systems, enabling them to respond more effectively to customer needs.

### Third: Dimensions of Organizational Success

Organizational success is a multidimensional concept that has received considerable attention from researchers across various disciplines. Previous studies have differed in their identification of the dimensions of organizational success due to its association with several factors. The current study adopted the dimensions agreed upon by many researchers, including Aziz [11], Keilan [12], and Nomas [13], based on the following justifications:

- a. These dimensions summarize the pillars of organizational success that are applicable to all organizations, as efficient resource utilization and effective and accurate achievement of objectives are indispensable.
- b. These dimensions are consistent with the field of the study, as the colleges under study seek to achieve the highest possible levels of efficiency and effectiveness.
- c. Many studies have reached consensus regarding these dimensions, confirming their importance and relevance to organizations.

The dimensions adopted in the current study are as follows:

- a. Efficiency: Efficiency refers to prudence and wisdom in utilizing available human, material, financial, and informational resources, and represents achieving the optimal ratio between inputs and outputs in transformation processes [11]. It refers to the organization's ability to obtain the maximum possible output from a given set of inputs, that is, utilizing inputs in optimal proportions based on their prices and specifications and the technology employed in their production [26]. Accordingly, efficiency involves mastering the methods and procedures used to achieve the highest possible quantity and quality of output at the lowest possible cost borne by the organization [13]. Lower costs imply reducing the energy utilized and minimizing waste in resources, whether human or material, in producing such outputs, provided that this does not affect the quality or quantity of the units produced. Thus, efficiency means reducing the rates of loss in the organization's resources [25]. Accordingly, obtaining the highest level of output according to the planned resources achieves a high level of organizational performance efficiency.
- b. Effectiveness: Effectiveness refers to the organization's ability to achieve its objectives through controlling its production processes, optimally utilizing available resources, and continuously monitoring changes in the external environment [3]. This is supported by Keilan [12], who defines effectiveness as the degree to which an organization achieves its objectives or its ability to utilize specified resources to achieve measurable objectives. Accordingly, organizational effectiveness becomes a criterion for judging the success or failure of an organization in implementing its specified objectives and strategies, as resource utilization must be accompanied by the achievement of organizational objectives in the best possible manner [27]. Thus, effectiveness is complex, as it requires the evaluation of multiple tasks, activities, and procedures governed by precise standards according to specified quantities and measures [28]. It is evident that effectiveness is reflected in the organization's accuracy in implementing and achieving its objectives.

## Fourth: The Intellectual Relationship Linking the Study Variables

The transformations required by organizational processes in light of increasing customer demands necessitate that organizations remain fully prepared to stay at the forefront of competition, based on organizational success founded on core capabilities that provide flexibility in responding and adapting. This requires a passionate human resource that adds value to the organization's production processes. Increasing organizational leadership's knowledge of the factors that enhance work passion enables them to achieve their efforts aimed at improving employee performance and motivation toward accomplishing organizational objectives and, consequently, achieving organizational success [7].

Work passion enhances performance and motivation; however, it may also increase stress levels if it becomes obsessive or is practiced excessively at work, which may negatively affect work-life balance [5]. Organizations develop programs to reduce the stress resulting from obsessive passion in order to maintain employees' focus on performing their duties correctly and with high quality, thereby achieving organizational success.

Work passion is also a source of organizational creativity and contributes to achieving success and excellence over competitors [8], [29]. A passionate employee prefers an activity in which they regularly engage and attaches great importance to it because they find enjoyment and identity in it, investing their time and effort consistently and achieving creative outcomes through it [29]. It is therefore evident that work passion is related to and influences organizational efficiency and effectiveness, which represent the dimensions and pillars of organizational success. The passionate employee's interest in and mastery of their work contributes to the rationalization of utilized resources, while the outcomes achieved are characterized by excellence and the accomplishment of the objectives pursued by the organization.

### Chapter Four

#### Field Study

#### Introduction

This chapter presents the results of the analysis of the data collected from the study sample using the questionnaire and processed through the statistical programs (SPSS V.24) and (AMOS V.21). It provides a detailed description and analysis of the respondents' answers to the questionnaire items and presents the results of testing the study hypotheses and verifying their validity. It includes the following:

#### First: Description and Diagnosis of the Study Dimensions

The study included two variables, namely work passion and organizational success, comprising 20 items in total, with 12 items measuring work passion and 8 items measuring organizational success. The trends in the sample members' responses to these items were described using a number of statistical methods, including the arithmetic mean and standard deviation, as shown in Table (5).

**Table 5.** Description of the Trends in the Sample Members' Responses to the Items of Work Passion and Organizational Success

| Dimension                                     | No. | Items                                                                                | Mean | Standard Deviation | Relative Importance | Coefficient of Variation | Rank |
|-----------------------------------------------|-----|--------------------------------------------------------------------------------------|------|--------------------|---------------------|--------------------------|------|
| <b>Work Passion Variable Items Motivation</b> | X1  | I feel a strong internal drive to accomplish my teaching tasks with high efficiency. | 4.29 | 0.835              | 85.8%               | 19.5%                    | 4    |
|                                               | X2  | I continuously work on self-                                                         | 4.32 | 0.810              | 86.5%               | 18.7%                    | 3    |



| Dimension  | No. | Items                                                                         | Mean | Standard Deviation | Relative Importance | Coefficient of Variation | Rank |
|------------|-----|-------------------------------------------------------------------------------|------|--------------------|---------------------|--------------------------|------|
| Absorption |     | development without needing direct supervision.                               |      |                    |                     |                          |      |
|            | X3  | I exert extra effort to complete the work even in the absence of supervision. | 4.47 | 0.685              | 89.5%               | 15.3%                    | 1    |
|            | X4  | I feel enthusiastic when performing my job duties.                            | 4.37 | 0.794              | 87.4%               | 18.2%                    | 2    |
|            | X5  | I get so deeply involved while performing my work that I lose track of time.  | 4.16 | 0.833              | 83.2%               | 20.0%                    | 4    |
|            | X6  | I focus deeply on accomplishing my teaching tasks.                            | 4.44 | 0.672              | 88.8%               | 15.1%                    | 1    |
|            | X7  | I feel fully immersed while preparing and delivering lectures.                | 4.36 | 0.711              | 87.3%               | 16.3%                    | 3    |
|            | X8  | I find it difficult to leave work before completing it as required.           | 4.39 | 0.761              | 87.7%               | 17.3%                    | 2    |
| Enjoyment  | X9  | I feel that my work represents an important part of my personal identity.     | 4.48 | 0.812              | 89.6%               | 18.1%                    | 1    |
|            | X10 | I make sure to actively participate in university activities.                 | 4.16 | 0.792              | 83.2%               | 19.0%                    | 4    |
|            | X11 | I am emotionally attached to my work and feel a sense of                      | 4.26 | 0.836              | 85.3%               | 19.6%                    | 3    |

| Dimension                                               | No. | Items                                                                                        | Mean | Standard Deviation | Relative Importance | Coefficient of Variation | Rank |
|---------------------------------------------------------|-----|----------------------------------------------------------------------------------------------|------|--------------------|---------------------|--------------------------|------|
| <b>Organizational Success Variable Items Efficiency</b> | X12 | belonging to the institution.<br>I strive to contribute to achieving the university's goals. | 4.36 | 0.711              | 87.3%               | 16.3%                    | 2    |
|                                                         | Y1  | The university optimally invests its resources to achieve its goals.                         | 4.20 | 0.725              | 83.9%               | 17.3%                    | 1    |
|                                                         | Y2  | Work is accomplished with the least possible time and effort.                                | 4.06 | 0.835              | 81.2%               | 20.6%                    | 2    |
|                                                         | Y3  | There is a clear organization of tasks within the college.                                   | 4.05 | 0.871              | 81.1%               | 21.5%                    | 3    |
| <b>Effectiveness</b>                                    | Y4  | Modern technologies are used to improve performance.                                         | 3.91 | 0.891              | 78.1%               | 22.8%                    | 4    |
|                                                         | Y5  | The university effectively achieves its educational and research goals.                      | 4.06 | 0.859              | 81.2%               | 21.2%                    | 2    |
|                                                         | Y6  | The university's outcomes contribute to meeting society's needs.                             | 3.91 | 0.824              | 78.2%               | 21.1%                    | 4    |
|                                                         | Y7  | There is alignment between the goals of the faculty members and the university's goals.      | 4.14 | 0.800              | 82.8%               | 19.3%                    | 1    |
|                                                         | Y8  | The management strives to continuously                                                       | 4.05 | 0.887              | 81.1%               | 21.9%                    | 3    |

| Dimension | No. | Items                             | Mean | Standard Deviation | Relative Importance | Coefficient of Variation | Rank |
|-----------|-----|-----------------------------------|------|--------------------|---------------------|--------------------------|------|
|           |     | improve the quality of education. |      |                    |                     |                          |      |

Source: Prepared by the Researchers Based on the Outputs of SPSS V.24

It can be observed from Table (5) that the responses tended toward a high level of agreement with the statements (X1–X12) of the work passion variable, according to the perceptions of the faculty members in the colleges under study at the University of Samarra. This is indicated by the high arithmetic mean values, which exceeded the hypothetical mean of (3) for all statements. This is also confirmed by the high relative importance values of these statements. The following can be observed:

- a. Motivation Dimension: Statement (X3), *"I exert additional effort to accomplish the work even in the absence of supervision,"* recorded the highest level of agreement, with an arithmetic mean of (4.47), whereas statement (X1), *"I feel a strong intrinsic motivation to accomplish my teaching tasks with a high level of efficiency,"* recorded the lowest level of agreement, with an arithmetic mean of (4.29). The results of all items of this dimension indicate that the faculty members in the colleges under study possess the motivation and intrinsic drive to accomplish their job tasks autonomously.
- b. Learning Engagement Dimension: Statement (X6), *"I focus deeply on accomplishing my teaching tasks,"* recorded the highest level of agreement, with an arithmetic mean of (4.44), whereas statement (X5), *"I become highly engaged while performing my work to the extent that I lose track of time,"* recorded the lowest level of agreement, with an arithmetic mean of (4.16). This indicates that the faculty members in the colleges under study engage in learning through the accomplishment of their teaching tasks and become deeply immersed in it, even to the point of exhaustion.
- c. Enjoyment at Work Dimension: Statement (X9), *"I feel that my work represents an important part of my personal identity,"* recorded the highest level of agreement, with an arithmetic mean of (4.48), whereas statement (X10), *"I am keen to participate actively in university activities,"* recorded the lowest level of agreement, with an arithmetic mean of (4.16). The results indicate that the faculty members in the colleges under study consider their work to be part of their identity and find enjoyment and harmony in performing their duties.
- d. It can also be observed from Table (5) that the responses tended toward a high level of agreement with the statements (Y1–Y8) of the organizational success variable, according to the perceptions of the faculty members in the colleges under study. This is indicated by the high arithmetic mean values, which exceeded the hypothetical mean of (3) for all statements. This is also confirmed by the high relative importance values of these statements, as follows:
- e. Efficiency Dimension: Statement (Y1), *"The university optimally utilizes its resources to achieve its objectives,"* recorded the highest level of agreement, with an arithmetic mean of (4.20), whereas statement (Y4), *"Modern technologies are used to improve performance,"* recorded the lowest level of agreement, with an arithmetic mean of (3.91). The results confirm that there is optimal utilization of material, financial, and human resources, along with an orientation toward technology in accomplishing tasks. This contributes to operational efficiency and the achievement of organizational objectives with minimal resource waste, consequently resulting in lower production costs and an increased profit margin.
- f. Effectiveness Dimension: Statement (Y7), *"There is alignment between the objectives of faculty members and the objectives of the university,"* recorded the highest level of agreement, with an arithmetic mean of (4.14), whereas statement (Y6), *"The university's outputs contribute to meeting the needs of society,"* recorded the lowest

level of agreement, with an arithmetic mean of (3.91). The low standard deviation, together with the coefficient of variation being below 50%, indicates consistency and a lack of dispersion in the sample members' responses, thereby enhancing the reliability of the arithmetic mean in representing the overall sample.

The findings obtained from the faculty members in the research sample indicate that attention is given to their requirements and that their opinions are taken into consideration. Their objectives are incorporated into the established plans and general objectives, which ensures their loyalty to the colleges under study and facilitates the comprehensive implementation of their plans and programs with quality. This is because the general objectives partly correspond to their personal objectives, and effective implementation benefits all parties. Consequently, achieving organizational success is the result of the collective efforts of all parties working within the organization.

## Second: Description and Diagnosis of the Study Variables

Table (6) presents the descriptive analysis of the research variables (work passion and organizational success) across all their dimensions. This analysis was conducted using a number of statistical methods, including the arithmetic mean, standard deviation, and relative importance.

**Table 6.** Description of Research Variables

| Variables and Dimensions | Code | Mean  | Standard Deviation | Minimum | Maximum | Relative Importance | Coefficient of Variation | Rank | Skewness |
|--------------------------|------|-------|--------------------|---------|---------|---------------------|--------------------------|------|----------|
| A. Self-Motivation       | XX1  | 4.365 | 0.606              | 2.00    | 5.00    | 87.3%               | 13.9%                    | 1    | -0.078   |
| B. Absorption            | XX2  | 4.338 | 0.561              | 2.00    | 5.00    | 86.8%               | 12.9%                    | 2    | -0.119   |
| C. Enjoyment             | XX3  | 4.318 | 0.643              | 2.00    | 5.00    | 86.4%               | 14.9%                    | 3    | -0.157   |
| Work Passion             | X    | 4.340 | 0.534              | 2.00    | 5.00    | 86.8%               | 12.3%                    | -    | -0.323   |
| A. Efficiency            | YY1  | 4.054 | 0.685              | 1.75    | 5.00    | 81.1%               | 16.9%                    | 1    | -0.685   |
| B. Effectiveness         | YY2  | 4.042 | 0.711              | 2.00    | 5.00    | 80.8%               | 17.6%                    | 2    | -0.657   |
| Organizational Success   | Y    | 4.048 | 0.655              | 2.00    | 5.00    | 81.0%               | 16.2%                    | -    | -0.669   |

Source: Prepared by the Researchers Based on the Outputs of SPSS V.24

It can be observed from Table (6) that there is a high level of agreement regarding work passion across all three dimensions (A. Self-Motivation, B. Engagement, and C. Enjoyment), according to the perceptions of the faculty members in the University of Samarra. This is indicated by the high arithmetic mean value, which exceeded the hypothetical mean of (3) for the work passion variable and its three dimensions. This is also confirmed by the high relative importance value of these statements. The arithmetic mean of the work passion variable reached (4.340), with a relative importance of (86.8%). At the level of its three dimensions, the following can be observed:

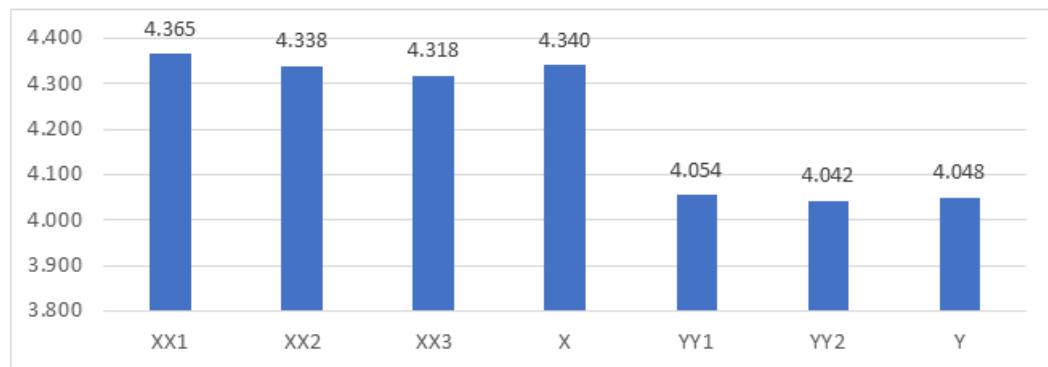
- Work Passion Variable: The dimension of (A. Self-Motivation) recorded the highest level of agreement, with an arithmetic mean of (4.365), followed by (B. Engagement) with an arithmetic mean of (4.338), and finally (C. Enjoyment) with an arithmetic mean of (4.318). The results for the overall dimensions of work passion indicate a clear and high level of agreement among the faculty members in the colleges under study that work passion exists within these colleges. The faculty members surveyed find their identity in

their work, and the achievements they attain enhance their organizational standing. Accordingly, they devote considerable amounts of time to completing their teaching duties, to the extent that this may develop into deep engagement in work and weakened boundaries between their professional responsibilities and personal lives.

- b. Organizational Success Variable: It can also be observed from Table (6) that there is a high level of agreement regarding organizational success across both dimensions (A. Efficiency and B. Effectiveness), according to the perceptions of the faculty members in the University of Samarra. This is indicated by the high arithmetic mean value, which exceeded the hypothetical mean of (3) for the organizational success variable and all its dimensions. This is also confirmed by the high relative importance value of these statements. The arithmetic mean of the organizational success variable reached (4.048), with a relative importance of (81.0%). At the level of its dimensions, the following can be observed:

The (A. Efficiency) dimension recorded the highest level of agreement, with an arithmetic mean of (4.054), followed by the (B. Effectiveness) dimension, with an arithmetic mean of (4.042). Meanwhile, the low standard deviation values for all research variables and dimensions, together with the coefficient of variation being below 50%, indicate consistency and a lack of dispersion in the sample members' responses. This enhances the reliability of the arithmetic mean results in representing the overall sample across all research variables and dimensions. The results demonstrate a high level of agreement among the sample members that the colleges under study are characterized by performing their organizational activities in accordance with the established standards. They operate efficiently through substantial rationalization in the utilization of resources and effectively achieve the objectives they have established. In other words, their objectives are accomplished to an integrated degree, indicating that these colleges have achieved organizational success.

Figure (2) illustrates the level of agreement for all research variables and dimensions.



**Figure 2.** Level of Agreement for All Research Variables and Dimensions

### Third: Test of Normality

To verify the normality assumption of the data, the normal distribution of the data was tested by calculating the Skewness coefficient. Data are considered to be normally distributed if the skewness coefficient falls within the range of +1 to -1. Referring to Table (6), it can be observed that the calculated skewness coefficient values for the data of all research variables and their dimensions fell within the specified range. Therefore, the data approximate a normal distribution and satisfy the normality assumption, enabling the researcher to use parametric statistical methods for hypothesis testing.

### Fourth: Correlation Analysis

This section included one main hypothesis, as follows:

(H1). First Main Hypothesis: There is a statistically significant positive correlation between work passion and organizational success. This hypothesis is further divided into the following sub-hypotheses:

(H1.1). First Sub-Hypothesis: There is a statistically significant positive correlation between the self-motivation dimension and organizational success.



To test this hypothesis, Pearson's correlation coefficient was calculated. The correlation coefficient makes it possible to determine the significance, strength, and direction of the relationship between the self-motivation dimension and organizational success. Table (7) presents the results of the test.

**Table 7.** Correlation Between Work Passion (and its Three Dimensions) and Organizational Success

| Variables and Dimensions | Code     | Parameter                                     | Organizational Success (Y) |
|--------------------------|----------|-----------------------------------------------|----------------------------|
| A. Self-Motivation       | XX1      | Pearson Correlation                           | 0.471**                    |
|                          |          |                                               | 0.000                      |
| B. Absorption            | XX2      | Sig. (2-tailed)<br>Pearson Correlation        | 0.467**                    |
|                          |          |                                               | 0.000                      |
| C. Enjoyment             | XX3      | Sig. (2-tailed)<br>Pearson Correlation        | 0.624**                    |
|                          |          |                                               | 0.000                      |
| Work Passion             | <b>X</b> | Sig. (2-tailed)<br><b>Pearson Correlation</b> | <b>0.592**</b>             |
|                          |          |                                               | <b>0.000</b>               |
|                          |          | <b>Sig. (2-tailed)</b>                        |                            |

(\*\*). Statistically significant at a significance level of 1%; (\*) statistically significant at a significance level of 5%.

It can be observed from Table (7) that there is a statistically significant positive (direct) correlation at a statistical significance level of less than 5%, with a value of (0.471\*\*), between the self-motivation dimension and organizational success. This means that an increase in the level of faculty members' self-motivation, stemming from their perception of the importance of their work and their lack of need for external supervision due to their passion for it, is accompanied by an increase in the level of organizational success in the colleges under study, according to the perceptions of the sample members in those colleges. Accordingly, the first sub-hypothesis can be accepted.

(H1.2). Second Sub-Hypothesis: There is a statistically significant positive correlation between the engagement dimension and organizational success.

To test this hypothesis, Pearson's correlation coefficient was calculated, through which the significance, strength, and direction of the relationship between the engagement dimension and organizational success can be determined. It can be observed from Table (7) that there is a statistically significant positive (direct) correlation at a statistical significance level of less than 5%, with a value of (0.467\*\*), between the engagement dimension and organizational success. This means that an increase in the level of engagement in teaching among faculty members in the colleges under study, resulting from their passion for academic work, their commitment to it, and their deep involvement in it, is accompanied by an increase in the level of organizational success in the colleges of the University of Samarra, the field of the study, according to the opinions of the sample members in those colleges. Accordingly, the second sub-hypothesis can be accepted.

(H1.3). Third Sub-Hypothesis: There is a statistically significant positive correlation between

the enjoyment dimension and organizational success.

To test this hypothesis, Pearson's correlation coefficient was calculated, through which the significance, strength, and direction of the relationship between the enjoyment dimension and organizational success can be determined. It can be observed from Table (7) that there is a statistically significant positive (direct) correlation at a statistical significance level of less than 5%, with a value of (0.624\*\*), between the enjoyment dimension and organizational success. This means that an increase in the level of enjoyment in academic work, in which faculty members find their identity, personal attributes, and creativity, is accompanied by an increase in the level of organizational success in the colleges under study at the University of Samarra. Accordingly, the third sub-hypothesis can be accepted.

Based on the results of the sub-hypotheses, the first main hypothesis can be accepted. Further confirmation of this result was obtained by testing the relationship between work passion as a whole and organizational success. Table (7) shows a statistically significant positive (direct) correlation at a statistical significance level of less than 5%, with a value of (0.592\*\*), between the overall work passion variable and organizational success. This means that an increase in the overall level of work passion, resulting from faculty members' intrinsic motivation, engagement in teaching, commitment to and deep involvement in it, and enjoyment of all its details, is accompanied by an increase in the level of organizational success in the colleges under study at the University of Samarra, according to the perceptions of the faculty members in those colleges.

#### Fifth: Regression Model

This section included one main effect hypothesis, as follows:

(H2). Second Main Hypothesis: There is a statistically significant effect of work passion on organizational success. This hypothesis is further divided into the following sub-hypotheses:

(H2.1). First Sub-Hypothesis: There is a statistically significant effect of the self-motivation dimension on organizational success.

To test this hypothesis, a simple linear regression equation was developed to estimate organizational success through the self-motivation dimension, in order to determine the extent of its effect on organizational success, as shown in the following equation:

$$Y = \beta_0 + \beta_{XX1} + e \dots\dots (1)$$

Where (Y) represents organizational success, (XX1) represents the self-motivation dimension, ( $\beta_0$ ) represents the constant coefficient, ( $\beta$ ) represents the beta regression coefficient, which indicates the increase or decrease in the dependent variable to be estimated resulting from a one-unit increase or decrease in the explanatory variable, and (e) represents the residual value. Table (8) presents the test results.

**Table 8.** The Impact of Work Passion (and its Three Dimensions) on Organizational Success

| Model | Explanatory Variable (Predictor) | Dependent Variable         | $\beta_0$ | $\beta$ | T (Sig.) | F (Sig.) | R2    | DW    | h2    |
|-------|----------------------------------|----------------------------|-----------|---------|----------|----------|-------|-------|-------|
| 1     | Self-Motivation (XX1)            | Organizational Success (Y) | 1.825     | 0.509   | 6.457    | 41.690   | 0.222 | 1.691 | 0.283 |
|       |                                  |                            |           |         | (0.000)  | (0.000)  |       |       |       |
| 2     | Absorption (XX2)                 | Organizational Success (Y) | 1.679     | 0.546   | 6.389    | 40.819   | 0.218 | 1.883 | 0.230 |
|       |                                  |                            |           |         | (0.000)  | (0.000)  |       |       |       |
| 3     | Enjoyment (XX3)                  | Organizational Success (Y) | 1.299     | 0.637   | 9.658    | 93.276   | 0.390 | 1.894 | 0.509 |
|       |                                  |                            |           |         | (0.000)  | (0.000)  |       |       |       |
| 4     | Work Passion (X)                 | Organizational Success (Y) | 0.896     | 0.726   | 8.881    | 78.868   | 0.351 | 1.885 | 0.476 |

| Model | Explanatory Variable (Predictor) | Dependent Variable | $\beta_0$ | $\beta$ | T (Sig.) | F (Sig.) | R <sup>2</sup> | DW | h <sup>2</sup> |
|-------|----------------------------------|--------------------|-----------|---------|----------|----------|----------------|----|----------------|
|       |                                  |                    |           |         | (0.000)  | (0.000)  |                |    |                |

It can be observed from Table (8) that the regression model of Equation (1) is valid, as indicated by the F-value of (41.690) at a statistical significance level of less than 5%. This means that the value of organizational success can be estimated through the self-motivation dimension. The T-value of (6.457) at a statistical significance level of less than 5% also indicates the significance of the effect. Meanwhile, the positive beta regression coefficient ( $\beta$ ) of (0.509) indicates that the effect is positive. This means that a one-unit increase in the self-motivation dimension will be accompanied by an increase of (50%) in the level of organizational success in the colleges under study. The coefficient of determination ( $R^2$ ) of (0.222) indicates that the self-motivation dimension explains (22.2%) of the changes occurring in the organizational success variable, while the remaining percentage is attributable to other factors not included in the current model. This indicates that the faculty members in the colleges under study possess self-motivation in their work without the need for intensive follow-up by the leadership of these colleges.

The result of the Durbin-Watson (DW) test also indicates the absence of first-order autocorrelation among the statistical errors, since the calculated value of (1.691) falls within the range of this test, which is between 0 and 4, and is also close to the ideal value of (2). Meanwhile, eta squared ( $\eta^2$ ) indicates the effect size of the explanatory variable in producing the observed difference in the dependent variable. Based on the calculated value of (0.283), the effect size is considered large. Based on the foregoing results, the first sub-hypothesis can be accepted.

(H2.2). Second Sub-Hypothesis: There is a statistically significant effect of the engagement dimension on organizational success.

To test this hypothesis, a simple linear regression equation was developed to estimate organizational success through the engagement dimension, in order to determine the extent of its effect on organizational success, as shown in the following equation:

$$Y = \beta_0 + \beta_{XX2} + e \dots\dots\dots (2)$$

Where (Y) represents organizational success and (XX2) represents the engagement dimension. It can be observed from Table (8) that the regression model of Equation (2) is valid, as indicated by the F-value of (40.819) at a statistical significance level of less than 5%. This means that the value of organizational success can be estimated through the engagement dimension. The T-value of (6.389) at a statistical significance level of less than 5% indicates the significance of the effect. Meanwhile, the positive beta regression coefficient ( $\beta$ ) of (0.546) indicates that the effect is positive. This means that a one-unit increase in the engagement in learning dimension will be accompanied by an increase of (54%) in the level of organizational success in the colleges under study. The coefficient of determination ( $R^2$ ) of (0.218) indicates that the engagement dimension explains (21.8%) of the changes occurring in the organizational success variable, while the remaining percentage is attributable to other factors not included in the current model. This indicates that the faculty members in the colleges under study become deeply immersed in their work for the purpose of learning and accomplishing tasks, even at the expense of their personal time and physical well-being.

The result of the Durbin-Watson (DW) test also indicates the absence of first-order autocorrelation among the statistical errors, since the calculated value of (1.883) falls within the range of this test, which is between 0 and 4, and is also close to the ideal value of (2). Meanwhile, eta squared ( $\eta^2$ ) indicates the effect size of the explanatory variable in producing the observed difference in the dependent variable. Based on the calculated value of (0.230), the effect size is considered large. Based on the foregoing results, the second sub-hypothesis can be accepted.

(H2.3). Third Sub-Hypothesis: There is a statistically significant effect of the enjoyment dimension on organizational success.

To test this hypothesis, a simple linear regression equation was developed to estimate organizational success through the enjoyment dimension, in order to determine the extent of its effect on organizational success, as shown in the following equation:

$$Y = \beta_0 + \beta XX3 + e \dots\dots (3)$$

Where (Y) represents organizational success and (XX3) represents the enjoyment dimension. It can be observed from Table (8) that the regression model of Equation (2) is valid, as indicated by the F-value of (93.276) at a statistical significance level of less than 5%. This means that the value of organizational success can be estimated through the enjoyment dimension. The T-value of (9.658) at a statistical significance level of less than 5% indicates the significance of the effect. Meanwhile, the positive beta regression coefficient ( $\beta$ ) of (0.637) indicates that the effect is positive. This means that a one-unit increase in enjoyment at work will be accompanied by an increase of (63%) in the level of organizational success in the colleges under study. The coefficient of determination ( $R^2$ ) of (0.390) indicates that the enjoyment dimension explains (39%) of the changes occurring in the organizational success variable, while the remaining percentage is attributable to other factors not included in the current model. The results indicate that the faculty members enjoy performing their work tasks and regard them as an integral part of their personality.

The result of the Durbin-Watson (DW) test also indicates the absence of first-order autocorrelation among the statistical errors, since the calculated value of (1.894) falls within the range of this test, which is between 0 and 4, and is also close to the ideal value of (2). Meanwhile, eta squared ( $\eta^2$ ) indicates the effect size of the explanatory variable in producing the observed difference in the dependent variable. Based on the calculated value of (0.509), the effect size is considered large.

Based on the foregoing results, the third sub-hypothesis can be accepted. Based on the results of the sub-hypotheses, the second main hypothesis can be accepted.

To further confirm the acceptance of this main hypothesis, the effect of the overall work passion variable on organizational success was tested. This test was conducted by developing a simple linear regression equation to estimate the value of organizational success through overall work passion, in order to determine the extent of its effect on organizational success, as shown in the following equation:

$$Y = \beta_0 + \beta X + e \dots\dots (4)$$

Where (Y) represents organizational success and (X) represents overall work passion. It can be observed from Table (8) that the regression model of Equation (2) is valid, as indicated by the F-value of (78.868) at a statistical significance level of less than 5%. This means that the value of organizational success can be estimated through overall work passion. The T-value of (8.881) at a statistical significance level of less than 5% indicates the significance of the effect. Meanwhile, the positive beta regression coefficient ( $\beta$ ) of (0.726) indicates that the effect is positive. A one-unit increase in work passion is accompanied by an increase of (73%) in the level of organizational success in the colleges under study, which represents a good percentage. The coefficient of determination ( $R^2$ ) of (0.351) indicates that overall work passion explains (35.1%) of the changes occurring in the organizational success variable, while the remaining percentage is attributable to other factors not included in the current model. The results confirm that work passion has a clear effect on organizational success.

The result of the Durbin-Watson (DW) test also indicates the absence of first-order autocorrelation among the statistical errors, since the calculated value of (1.885) falls within the range of this test, which is between 0 and 4, and is also close to the ideal value of (2). Meanwhile, eta squared ( $\eta^2$ ) indicates the effect size of the explanatory variable in producing the observed difference in the dependent variable. Based on the calculated value of (0.476), the effect size is considered large.

Sixth: Test of Differences

This section included one main hypothesis, as follows:

(H3). Third Main Hypothesis: Work passion is present in the organization under study at the overall level and at the level of its dimensions.

To test this hypothesis, the One-Sample T-Test was employed to determine the statistical significance of the differences between the means of the variables and the hypothetical arithmetic mean of (3), indicating whether the variable or its dimensions are significantly present, absent, or statistically non-significant. Table (9) presents the results of the test.

**Table 9.** Differences in the Availability of Work Passion (and its Three Dimensions) in the Surveyed Organization

| Variables and Dimensions  | Code     | Test Value = 3<br>t | df         | Sig. (2-tailed) |
|---------------------------|----------|---------------------|------------|-----------------|
| <b>A. Self-Motivation</b> | XX1      | 27.384              | 147        | 0.000           |
| <b>B. Absorption</b>      | XX2      | 29.021              | 147        | 0.000           |
| <b>C. Enjoyment</b>       | XX3      | 24.944              | 147        | 0.000           |
| <b>Work Passion</b>       | <b>X</b> | <b>30.518</b>       | <b>147</b> | <b>0.000</b>    |

Source: Prepared by the Researchers

It can be observed from Table (9) that the T-value was statistically significant at a significance level of less than 5% for the work passion variable and its three dimensions (A. Self-Motivation, B. Engagement, and C. Enjoyment). This indicates the existence of statistically significant differences, meaning that work passion is present in the colleges under study across all three dimensions. The results indicate that work passion is present in the colleges under study, as reflected in the faculty members' drive and self-motivation toward work, their commitment to and emphasis on learning to the extent of deep engagement, and their enjoyment of the activities and tasks they perform in pursuit of organizational objectives.

This confirms the acceptance of the third main hypothesis, which states: *"Work passion is present in the organization under study at the overall level and at the level of its dimensions."*

## Conclusion

- The colleges under study have young faculty members with considerable energy but limited experience, as indicated by the results describing the sample members. This suggests the potential to achieve organizational success within these colleges, given the learning and development capabilities possessed by their faculty members.
- The arithmetic means were high across all items of the self-motivation dimension, indicating a high level of agreement among the sample members regarding the presence of motivation among faculty members and their ability to accomplish their work autonomously without the need for supervision by the organizational leadership.
- The faculty members in the colleges under study are deeply engaged in learning, as indicated by the level of agreement among the sample members. This suggests that they accomplish their teaching tasks despite consuming a considerable amount of their time.
- The faculty members in the colleges under study enjoy their work, as indicated by the high arithmetic means of the sample members' responses. This suggests that they perceive their work as part of their identity and that accomplishing it provides them with energy, vitality, and harmony with its various aspects in a manner that produces creative outcomes.
- The colleges under study possess efficiency, as indicated by the high arithmetic mean values. This suggests that the faculty members carry out their organizational activities and accomplish their academic tasks through optimal utilization of available resources and avoidance of waste, thereby reducing the costs of the educational process.
- The colleges under study possess effectiveness, according to the level of agreement among the sample members. This indicates that the colleges under study achieve their objectives with a high degree of accuracy in accordance with the established plans and available capabilities.



- g. The correlation at the overall level between work passion and organizational success demonstrated moderate strength, indicating that an increase in work passion is positively associated with organizational success in the colleges under study.
- h. The results showed that the lowest value was recorded for the self-motivation dimension, despite its statistical significance and the positive, moderate strength of its relationship with organizational success. This indicates that the sample members possess motivation and self-motivation toward work, but there is a need for support from the organizational leadership to enhance their performance.
- i. The effect results demonstrated that work passion has a strong effect on organizational success at the overall level. This confirms the need for the leadership of the colleges to direct energies and resources toward motivating faculty members to become more deeply engaged in their work, reaching a level of enjoyment that contributes to organizational success.
- j. Work passion is present in the colleges under study, according to the opinions of the sample members. This demonstrates the potential of these colleges to achieve organizational success, as they possess the core capabilities that enable them to achieve their organizational objectives.

## Recommendation

- a. Enhancing the experience of faculty members to improve the quality of educational services provided to students and perform tasks professionally.  
Implementation Mechanism: Training faculty members through educational courses and involving them in research teams with faculty members holding higher academic ranks (Professor and Associate Professor).
- b. Enhancing individuals' motivation toward work and encouraging them to accomplish academic tasks, particularly those requiring specialized skills.  
Implementation Mechanism: The leadership of the colleges under study should grant faculty members the necessary authority to perform their assigned duties and empower them in carrying out their tasks in a manner that makes them feel responsible for accomplishing their work without the need for continuous supervision by organizational leadership.
- c. The colleges under study should establish mechanisms and procedures to achieve a balance between organizational tasks and the personal lives of faculty members, as deep engagement in learning often causes increasing pressure as a result of obsessive passion.  
Implementation Mechanism: Granting faculty members regular leave and reducing their workload in a manner that prevents exhaustion, while providing moral support programs to recognize their efforts.
- d. The leadership of the colleges under study should provide the requirements necessary for delivering educational services, thereby helping passionate faculty members accomplish their work tasks with greater flexibility.  
Implementation Mechanism: Providing the necessary equipment and facilities to assist faculty members in delivering their educational services regularly and increasing their engagement with their work.
- e. Enhancing the efficiency of the colleges under study by emphasizing the optimal utilization of resources and reducing waste to the lowest possible levels in a manner that reduces costs.  
Implementation Mechanism: Raising faculty members' awareness of the importance of adhering to the time allocated for completing academic tasks, including laboratory experiments and others, and adopting modern technologies to reduce waste in available resources. Time is related to all resources, and any delay in implementation, receipt, or delivery results in the waste of resources within the colleges under study.
- f. Involving faculty members in determining objectives and developing strategic plans for the colleges under study, as they have direct contact with the work environment and possess experience in diagnosing its requirements. This also contributes to achieving greater

alignment between the organizational objectives of the colleges under study and the personal objectives of faculty members.

Implementation Mechanism: The leadership of the colleges under study should hold formal and informal meetings with faculty members to listen to their opinions, identify their requirements and the objectives they aspire to achieve, and seek to incorporate them into the college's strategic plan to ensure their proper implementation by faculty members.

- g. The leadership of the colleges under study should emphasize the methods and procedures that can increase work passion to achieve organizational success, based on the relationship identified between the two variables through the statistical results.

Implementation Mechanism: Providing moral and material support to faculty members to increase their motivation and drive toward work through letters of appreciation and recognition for their efforts in achieving success for the colleges, while utilizing all available material resources, such as computers, presentation screens, and laboratory equipment, to accomplish tasks efficiently and effectively.

- h. The organizational leadership should strengthen the factors of self-motivation to ensure the continued performance of academic tasks with high morale and a strong sense of harmony between faculty members and their academic responsibilities.

Implementation Mechanism: Recognizing the creativity and efforts of faculty members in serving the educational process by ensuring their entitlement to creative achievements, such as patents, and utilizing such achievements as a basis for additional rewards and recognizing them on honor boards for outstanding academics.

- i. The leadership of the colleges under study should prioritize developing work passion among faculty members, given its clear and strong effect on organizational success according to the field results of the regression model.

Implementation Mechanism: The leadership of the colleges under study should adopt an open-door policy with faculty members and involve them in organizational decision-making, while assigning specialized committees to follow up on their requirements and interests, seek to implement them, and incorporate them into future plans.

- j. Strengthening the work passion whose dimensions were present in the colleges under study and seeking additional areas and approaches that can enhance faculty members' passion for work and increase their organizational success.

Implementation Mechanism: Making passion for academic work a guiding principle and working approach for faculty members in the colleges under study and the university as a whole through continuous educational programs and awareness seminars that reinforce the idea that engagement in the details of work enhances the level of knowledge, which in turn leads to organizational and individual benefits.

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