

Leader Status Behaviors and Organizational Prestige: The Mediating Role of Team Cohesion: Analytical Study

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Abstract: The current research aims to measure the relationship between Leader status Behaviors (represented by Directive Style and Participative Style) and Organizational Prestige (represented by Internal Organizational Prestige and External Organizational Prestige) through the mediating role of Team Cohesion among a sample of administrative leaders in private universities and colleges in the Middle Euphrates region. This objective arose from the problem the research seeks to address through the current variables, which were formulated in a significant and profound question focusing on (What is the nature of the relationship between Leader status Behaviors and Organizational Prestige through the mediating role of Team Cohesion among the administrative leaders studied?). To analyze and explain the problem accurately, the research adopted a descriptive analytical approach using a questionnaire as a tool to collect the necessary data to determine the levels of the research variables among the sample, which consisted of (11) universities and (7) colleges spread across five provinces in the Middle Euphrates region. Accordingly, the research sample was composed of (135) administrative leaders distributed across these concerned universities and colleges. To analyze the results obtained, emphasis was placed on two packages, namely (SPSS & AMOS.V.29), to analyze and extract the results and test the hypotheses (correlation and impact) between the research variables. Based on the interpretation of the outputs, the research presented several important findings, with the main focus being that Team Cohesion exerts Mediating positively between Leader status Behaviors and Organizational Prestige, this enhanced the ability of administrative leaders to improve their internal capabilities in building the prestige of the private universities and colleges they work for. This contributed to developing a competitive advantage that reflected performance and evaluation compared to other universities and colleges in the same education sector. This research also offered several recommendations, the most significant of which are the need to work to reinforce constructive leadership behaviors among their leaders, which needs mechanisms that contribute to improving Team Cohesion and lead to Organizational Prestige, resulting in enhanced organizational performance, as well as in sustainable training programs to develop leadership skills and build Team Cohesion, which requires mechanisms that contribute to building leaders who are able to enhance Organizational Prestige.

Key words: Leader status Behaviors (LB), Organizational Prestige (OP), Team Cohesion (TC), Universities and Private Colleges.



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Introduction

Because trust between departments and employees is an integral part of organizational performance in universities and local colleges (Topaler & Ayvaz-Çavdaroglu, 2022:1509), Organizational Prestige is a critical success factor that affects organizational performance (Yang et al., 2024:818), and it is closely related to the social, occupational, and service status of a successful leader in a particular organization (Mincu, 2022:233), which leads to the achievement of organizational strategic objectives. Here, Team Cohesion plays a significant mediating role in the relationship between Leader status Behaviors and Organizational Prestige (Ifeanyi et al., 2024:16), because cohesive teams have stronger commitment and loyalty to the organization and, thus, can contribute more to organizational performance.

Effective leadership in modern universities and colleges enhances their positive impact on individuals and creates a motivating and encouraging work environment for excellence (Jusoh et al., 2024: 2352), and active Leader status Behaviors are instrumental in developing mutual trust and respect among team members (Lee et al., 2024: 9571). Therefore, the relationship between Leader status Behaviors and Organizational Prestige is critical in understanding the role that leaders can play in establishing organizational culture (Lee et al., 2022: 113), which underscores the need for developing exceptional leadership skills in educational institutions (Herbst & Roux, 2023: 167), and it underscores the importance of Team Cohesion, which is a direct result of Leader status Behaviors, because it enables individuals to collaborate and be more innovative, which will ultimately contribute to the Organizational Prestige of the institution (Park et al., 2025: 2863).

As the research indicates that Leader status Behaviors contribute to Organizational Prestige, it is clear that strong leaders with a high status contribute to Team Cohesion, and thus organizational goals (Dickson, 2023: 11). Therefore, it is crucial to understand how these issues interact (Johari et al., 2022: 1029). Furthermore, Organizational Prestige is not only a superficial concept but is a complex interaction between Leader status Behaviors and Team Cohesion, and thus it is necessary to research this (Grossman et al., 2022: 193).

Besides, the research area of Leader status Behaviors and Organizational Prestige is a critical field because the universities and local colleges must establish a plan to improve Organizational Prestige due to the increasing competition, which can provide new insights for academic administrations to improve their leadership styles and team cohesion (Cao & Lee, 2023: 453), thus representing a vital first step toward institutional excellence in higher education (Ahmed et al., 2023: 9).

Part One: Research Methodology

First: The Problem of Research

Universities and qualifying colleges face different challenges related to building strong organizational prestige, and these challenges can directly affect their performance and success in achieving their strategic goals (Adinew, 2024: 11473), as Organizational Prestige is a result of the aggregation of several factors, the most prominent of which are leader behaviors and their status and their impact on Team Cohesion (Mariam et al., 2022: 130), which in turn reflects an important issue regarding the extent to which leaders and their prestigious status can enhance trust among team members, thereby contributing to improving morale and job commitment (Hubbart, 2024:

227), however, there is still a lack of deep understanding of the relationship between Leader status Behaviors and their impact on Organizational Prestige, which calls for studying the mechanisms through which this relationship can be strengthened and how to improve it (Rabiul, 2024: 444), which asserts the necessity of understanding the role of Team Cohesion as a mediating variable that affects how to improve the relationship between Leader status Behaviors and their status in building Organizational Prestige (Liao et al., 2024: 71), as many academic institutions lack effective plans to enhance Team Cohesion, which leads to their weakness in institutional development, which in turn negatively affects Organizational Prestige (Islam et al., 2025: 466), thus, this lack of cohesion can be attributed to the lack of clarity of roles and responsibilities (Zamecnik) et al., 2024:375), in addition to the lack of effective communication between leaders and team members, which hinders the achievement of common goals and weakens institutional prestige (Tse et al., 2023:989).

On the other hand, insufficient research is evident on how the behaviors of leaders affect Team Cohesion and Organizational Prestige (Notarnicola et al., 2024:3563), which explains the need to understand how administrative leaders in universities and colleges can use their behaviors and status to increase Organizational Prestige based on Team Cohesion (Kurniawan et al., 2024:5129). Without it, academic administrations will make ineffective decisions, and the educational environment will be affected, with employees and students becoming less satisfied (Woo et al., 2022:37).

Second, Organizational Prestige is a critical resource for organizational success as it plays a crucial role in attracting and retaining talent (Momand et al., 2022: 22) and elevating reputation of universities and colleges in the academic community, without which it will become very difficult for institutions to compete in the increasingly competitive educational market (Liu and Thien, 2025: 13). Thus, this relationship is crucial to developing plans that enhance Organizational Prestige. From here, the research problem can be formulated as a fundamental question: (What is the nature of the relationship between Leader status Behaviors and Organizational Prestige through the mediating role of Team Cohesion among the studied administrative leaders?). This problem gives rise to several important questions:

1. What are the effects of Leader status Behaviors on Organizational Prestige in private universities and colleges?
2. How does Team Cohesion as a mediating role affect the relationship between Leader status Behaviors and Organizational Prestige?
3. What strategies can universities adopt to enhance Leader status Behaviors and Team Cohesion in order to improve Organizational Prestige?
4. Is there a difference in the impact of Leader status Behaviors on Organizational Prestige between different private universities and colleges?
5. How can OP be effectively measured in the location of universities and colleges, and what are the standards used for this?

Second: The Importance of Research

Organizational Prestige is a very important construct for academic settings because it represents the level of respect an institution has and its credibility in the academic community and among the faculty members. Therefore, the importance and significance of this research can be clearly stated as follows:

1. Closing the knowledge gap between Leader status Behaviors, Team Cohesion, and Organizational Prestige by building a conceptual framework to clarify the relationship between these variables.

2. Providing new insights into how to enhance this prestige, which primarily strengthens the institution's reputation, status, and image.
3. Strengthening the capacity of universities and local colleges by focusing on the mechanisms that enhance Organizational Prestige, as they do not focus solely on reputation but also expand to achieve creativity and excellence in the job market.
4. Identifying Leader status Behaviors and their position and the factors that directly affect Team Cohesion, which in turn affects Organizational Prestige, as understanding this relationship allows universities and local colleges to develop effective plans to enhance team cohesion and improve university performance.
5. The current research represents an important step towards achieving high performance by focusing on building Leader status Behaviors, which will help create cohesive work teams that strengthen Organizational Prestige for the institution.

Third: The Objectives of the Research

Represents the main goal in general to measure the relationship between Leader status Behaviors characterized by (Directive Style, and Participative Style) and Organizational Prestige characterized by (Internal Organizational Prestige, and External Organizational Prestige) through the mediating role of Team Cohesion among a sample of administrative leaders in private universities and colleges in the Middle Euphrates region. The study also aims to identify the factors through which Organizational Prestige can be enhanced, as this prestige is an important indicator in achieving organizational success by attracting talent and retaining skilled employees, which contributes to improving academic reputation. In addition to this, the study focuses on understanding the mediating role of Team Cohesion in the relationship between Leader status Behaviors and Organizational Prestige and what it can add to building conceptual relationships and bridging the cognitive gap between these variables. On the other hand, the study focuses on achieving other sub-goals, which are as follows:

1. Measuring the effects of Leader status Behaviors on Organizational Prestige in private universities and colleges.
2. Identifying the mechanism of the impact of Team Cohesion as a mediating role on the relationship between Leader status Behaviors and Organizational Prestige.
3. Identifying the strategies that universities can adopt to enhance Leader status Behaviors and Team Cohesion in order to improve Organizational Prestige.
4. Determining the extent of the variation in the impact of Leader status Behaviors on Organizational Prestige among different universities and local colleges.
5. Effectively measuring Organizational Prestige in the context of universities and local colleges, and what criteria are used for this purpose.

Fourth: The Hypothetical Scheme and Development of Hypotheses

After identifying the research problem and the questions that precisely represented the problem, and then setting the objectives that could allow for the formulation of possible alternatives to address the proposed problem, wisdom requires the development of a hypothetical framework that explains the variables entering the analysis and isolates them in order to formulate hypotheses that can be reached to address these alternatives for the problem. Figure (1) illustrates the research hypothetical framework in light of three variables:

Independent variable: It represents Leader status Behaviors, and is measured through two dimensions, namely (Directive Style, and Participative Style).

Mediating variable: It includes Team Cohesion, and is measured through 4 dimensions, which are (Individual Attraction To Team-Social, and Individual Attraction To Team-Social, and Team Integration-Social, and Team Integration-Task).

Dependent variable: It includes Organizational Prestige, and is represented by two dimensions, namely (Internal Organizational Prestige, and External Organizational Prestige).

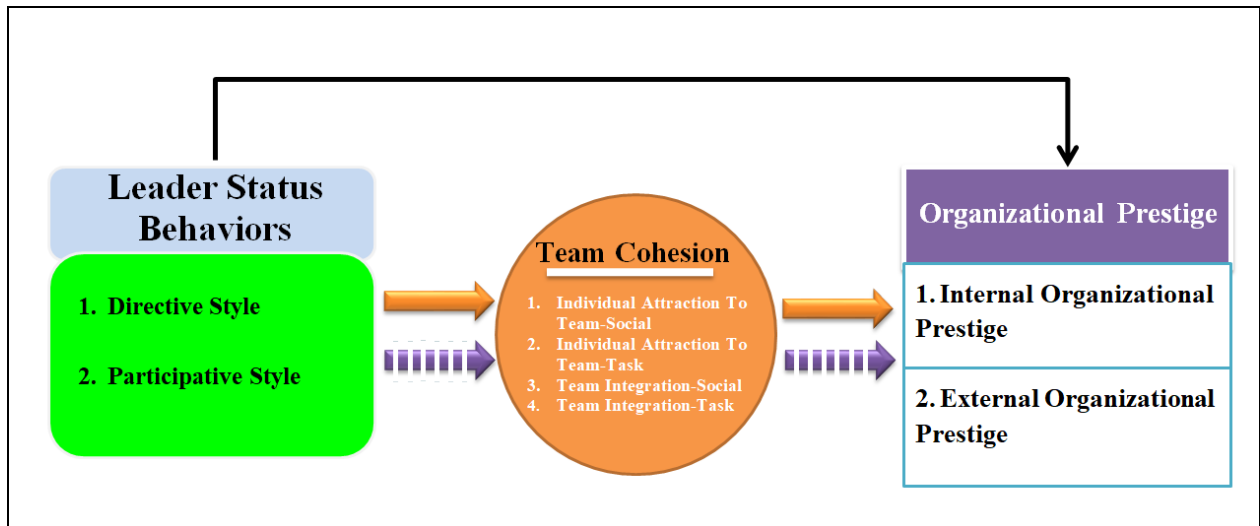


Figure (1) Hypothetical research design

Based on Figure (1), several hypotheses can be developed, which are:

H1: There is a meaningful relationship between Leader status Behaviors and Team Cohesion, which leads to:

1. There is a meaningful relationship between Directive Style and Team Cohesion in its dimensions.
2. There is a meaningful relationship between Participative Style and Team Cohesion in its dimensions.

H2: There is a meaningful relationship between Leader status Behaviors and Organizational Prestige, which leads to:

1. There is a semantic relationship between Directive Style and Organizational Prestige in their dimensions.
2. There is a semantic relationship between Participative Style and Organizational Prestige in their dimensions.

H3: There is a semantic relationship between Team Cohesion and Organizational Prestige, and consequently:

1. There is a semantic relationship between Individual Attraction to Team-Social and Organizational Prestige in their dimensions.
2. There is a meaningful correlation between Individual Attraction To Team-Social and Organizational Prestige with their dimensions.
3. There is a meaningful correlation between Team Integration-Social and Organizational Prestige with their dimensions.
4. There is a meaningful correlation between Team Integration-Task and Organizational Prestige with their dimensions.

H4: There is a meaningful effect of Leader status Behaviors on Team Cohesion, and consequently:

1. There is an emotional effect of the directive style on Team Cohesion dimensions.
2. There is an emotional effect of the collaborative style on Team Cohesion dimensions.

H5: There is an emotional effect of Team Cohesion on Organizational Prestige, and it branches out into:

1. There is an emotional effect of individual group attractiveness - socially - and Organizational Prestige dimensions.
2. There is an emotional effect of individual attractiveness to the group-task and Organizational Prestige in its dimensions.
3. There is an emotional effect of Team Integration-Social and Organizational Prestige in its dimensions.
4. There is an emotional effect of Team Integration-Task and Organizational Prestige in its dimensions.

H6: There is an emotional effect of Leader status Behaviors on Organizational Prestige through the mediating role of Team Cohesion.

Fifth: Research Sample

The research community is composed of universities and private colleges in the Middle Euphrates region, totaling (11) universities and (7) colleges distributed across five provinces. Karbala province is home to (4) universities: (University of Ahl Al-Bayt, University of Warith Al-Anbiya, University of Al-Ameed, University of Al-Zahra for Girls), and three colleges: (College of Al-Hussein University, College of Al-Saffah University, College of Al-Zahrawi University). Meanwhile, Najaf al-Ashraf province is represented by three universities: (University of Islamic, University of Al-Kufil, University of Imam Al-Sadiq), and two colleges: (College of Sheikh Al-Tusi, College of Al-fiqh University). province is Al-Diwaniya represented solely by University of Islamic, while Babylon province includes one university (University of Islamic) and two colleges: (College of Future University, College of Hillah University). Finally, Al-Muthanna province is represented by two universities: (University of Imam Al-Sadiq, University of Sawa Private). Therefore, the research sample consists of administrative leaders affiliated with these universities. A total of (150) questionnaires were distributed, of which (142) were retrieved, including (7) invalid responses, leaving (135) valid for analysis. The response rate of the research sample was (0.90).

Part Two: The Theoretical Aspect

First: Leader status Behaviors

1. Concept of Leader status Behaviors

Every organization has an identity like humans, as identity is a set of characteristics that differ from person to person (Khraban, 2024:70). The organization's identity can be expressed through its application in implementing the organization's goals and objectives as a strategic tool. It differs from human identity, as the organization's identity can be perceived, known, and presented through its organizational structure, products, and services, as well as how it forms its environment, interacts, and behaves. These factors, in turn, affect the organization's internal and external attitudes (Ala-Kortesmaa et al., 2024:107). Described the (Sánchez-García et al., 2024:6439) leader's position in the organization as suitable for the extent to which a single organization is currently large enough to meet the demand. Once the organization has found and

occupied this position, it does not justify other organizations spending time and money to compete for this position.

This leader behavior refers to effective leadership that contributes to building the foundation for achieving organizational success (Paredes-Saavedra et al., 2024:282), as leader behavior is like the extent of support and backing that an individual feels from the organization's head, and the extent to which the leader measures support for subordinates, supervision, guidance, and treats them with neutrality, justice, and appreciation for their contributions to achieving organizational goals (Khalil et al., 2025:718). Thus, the supervisor often acts as an agent for the organization in directing appreciative rewards and evaluating employee contributions, and these appreciative rewards and evaluations are key to perceived organizational support, as the treatment employees receive from their supervisor tends to influence their perceptions of the support they receive from the organization (Luitel & Poudel, 2024:38). This indicates that the level of exchange between the member and the leader or supervisory support carries a positive relationship to perceived organizational support (Prilatama et al., 2025:396).

As the Leader status Behaviors represent the level of support, assistance, respect, and endorsement that a subordinate perceives from their current leader in the organization (Ok et al., 2025:7142), since the leader's status affects team members' responses to certain types of leadership, and the style suitable for a new leader might have negative consequences for another leader (Sauer, 2011:574). New leaders often join their teams with different levels of status compared to current team members, and the leadership behaviors they choose are based on different foundations of authority (Edelmann et al., 2023:4). Therefore, the leader's identity affects team members' perceptions of what the leader does, which in turn requires focusing on how the leader's status and leadership style interact to influence evaluations of the leader's effectiveness (Dickson, 2023:11).

From the above, it can be said that Leader status Behaviors represent a combination of skills and abilities that enable the leader to use directive and participative methods to motivate employees to achieve success and organizational goals.

2. The Importance of Leader status Behaviors

Leaders practice Leader status Behaviors consistently throughout the decision-making process, as they play a crucial role in achieving transparency and creative thinking that tends to lead to more effective decisions. When a leader adopts a participative approach to decision-making, they provide members with a good opportunity to participate in the process (AlMazrouei, 2023: 277), which enhances their sense of responsibility toward the organization and increases their commitment to making appropriate decisions that aim to serve the organization's interests (Silva et al., 2023: 95). Therefore, the importance of Leader status Behaviors can be identified as follows:

- a. Creating and developing modern technology to protect the organization.
- b. Developing competitive products and services.
- c. Recognizing the advantages of new technology and directing it correctly (Puhakka, 2024: 722).
- d. Assisting the organization in discovering new markets, whether small or medium-sized, as well as helping the organization to focus on the customer to identify their needs (Li& Somjai, 2024: 230).

3. Dimensions of Leader status Behaviors

Leader status Behaviors can be measured through several dimensions which are (Sauer, 2011):

- a. **Directive Style:** Directive Style is one of the most prominent leadership styles that relies on directing employees to achieve organizational goals (Cai, 2023:13), as this type of leadership involves the leader playing a crucial role in defining directions and guiding members toward specific work paths (Utomo et al., 2024:275). Thus, this style heavily depends on having a clear plan, where the leader sets objectives and identifies the necessary tasks to achieve them (Shingenge & Saurombe, 2022:11). On the other hand, Directive Style is characterized by its clarity regarding the directions chosen by the organization, by allocating tasks and defining appropriate roles (Alkuwari, 2025:3415), which enables members to understand what is expected of them. As such, Directive Style is applicable in situations that have defined and specific tasks to be carried out, as ambiguity can cause confusion, and where accuracy and speed in decision-making are needed, since urgency is a factor that makes quick decisions possible and enables the leader to make decisions and lead the team to implement those decisions without consulting members in depth (Renner et al., 2025:70).
- b. **Participative Style:** The Participative Style is one where members are given the opportunity to participate in decision making and demonstrate their competence (Ugoani, 2023: 28), in which the leader is a part of the team and solicits their ideas and suggestions (Owusu-Agyeman, 2021: 696). This is key to creating a work culture that encourages collaboration and idea exchange, which helps to strengthen the group (Adesina & Adeku, 2025: 6). Verbytska & Revko (2024: 127) suggest that the Participative Style is an essential element of building belongingness and commitment as members who feel they have a say in the decision-making process are more likely to feel responsible for the team and its objectives, which can translate into motivation and performance as they work hard to meet shared goals.

Second: Team Cohesion

1. Concept of Team Cohesion

The concept of Team Cohesion emerged in the 1950s as a result of the work (Festinger, Schachter & Back, 1950) when they described Team Cohesion as the encompassing field of force within which team members work to ensure their continued membership in the team. Subsequently, Team Cohesion was developed through contributions (Carron, 1982) regarding situational, interpersonal, and leadership aspects of cohesion. Based on this foundational work, it was hypothesized that Team Cohesion is indeed an indicator of team members' attraction and team integration (Moussa, 2022:71).

As Team Cohesion was developed based on the work of (Carron et al., 1985) by viewing Team Cohesion as a multidimensional construct, Team Cohesion from the perspective of (Goodman, Ravlin, Schminke, 1987) represents the level of team members' commitment to the team's task. Therefore, work conditions can lead to increased Team Cohesion due to environmental contexts and informal social relationships, both within and outside the workplace. Additionally, Team Cohesion evaluates member relationships with team performance through their social identity (Sinz, 2020:2). In other words, when examining Team Cohesion, it is important to understand how this cohesion forms (Ganotice et al., 2022:823), as it begins with building strong relationships among members, which the teams need to invest time and effort more effectively (Grossman et al., 2022:188). This means that group work and participation in social activities depend on the bonds between colleagues to build cohesive and capable teams that can achieve organizational goals (Rahim, 2025:4).

Team Cohesion is one of the major determinants that can influence the performance of any work team in both a commercial and academic setting (Mariam et al., 2022: 134), as Team Cohesion is the degree to which team members are connected to one another and can cooperate in achieving group goals (Ejaz et al., 2024: 1085), and cohesive teams are marked by communication, trust, and a drive for group success (Ifeyanyi et al., 2024: 17). According to (Zamecnik et al., 2023:

1737), when looking at Team Cohesion, it is important to understand how this cohesion forms, as it begins with building strong relationships between members, which requires the team to invest time and effort to build these relationships. Additionally, collective work, participation in social activities, and daily interaction can contribute to strengthening the bonds between individuals (Orazani et al., 2023: 349), which in turn enhances Team Cohesion, helping to achieve goals and making team members feel like part of the organization (Attah et al., 2024: 3252).

Based on the above, it can be said that Team Cohesion represents a summary of capabilities, skills, and knowledge aimed at building outstanding work teams capable of facing changes, events, and environmental problems by providing the best alternatives that lead the organization to safety.

2. Importance of Team Cohesion

Team Cohesion works to improve experience, trust, and mutual respect with the aim of achieving high levels of team performance (Abrantes et al., 2022:314), which in turn leads to building motivation and acceptance among members through openness to changes and adaptation to them (Martínez-Peláez et al., 2023:11225), and thus the importance of Team Cohesion can be identified according to the following points:

- a. Members become more capable of dealing with challenges and difficulties. Cohesive teams are more willing to adapt to changes, and can improve performance and innovation (Adesina & Adeku, 2025:8).
- b. That Team Cohesion leads to increased job satisfaction and improved level of interaction between members, which contributes to fostering a good work environment (Chen, 2023:979).
- c. Encouraging open communication between members.
- d. Encouraging members to share their opinions and comments.
- e. Contributing to the development of clear goals to motivate members and enhance their sense of belonging (Davis et al., 2022: 95).
- f. Regular meetings, communication platforms, and effective communication are some ways that trust and relationships between individuals are built (Rahim, 2025: 4).
- g. Individual and organizational performance.
- h. Dealing with complex problems and threats by offering alternative solutions (Lakhmani et al., 2022:693).
- i. Free and easy flow of ideas and information contributes to enhanced group performance.
- j. Members trust each other, fostering a cooperative spirit and reducing conflict.
- k. Providing a feeling of safety in self-expression that makes members willing to assume responsibilities and take risks (Mueller-Saegebrecht, 2024:87).

3. Dimensions of Team Cohesion

TC can be measured finished several dimensions, which are (Paskevich et al., 1999; Moussa, 2022):

- a. **Individual Attraction to Team-Social:** Team Cohesion is influenced by one important factor, individual attraction to the team (Delfgaauw et al., 2022: 243). From a social perspective, individual attraction refers to the ease with which individuals can integrate and communicate with others in the team (Ifeanyi et al., 2024: 16), which relies on shared values, interests, and past experiences of the individual (Burt et al., 2022: 867). If individuals believe

they are part of an organization that places importance on cooperation and participation, they are more likely to work as a team (Paredes-Saavedra et al., 2024: 283). Social attraction also typically encompasses the interpersonal relationships that emerge among team members themselves. The stronger the relationships, the greater Team Cohesion (Lakhmani et al., 2022: 697), and as people spend more time with those who share the same values and beliefs, they contribute to a positive work environment (Sherefetdinova, 2024: 115). Similarly, social activities that are tied to recreational activities and workshops also help in enhancing this attraction which in turn contributes to Team Cohesion. That is, social attraction contributes both directly (commitment) and indirectly (participation) to the contribution of their best effort to enhance team performance (Pappas et al., 2023: 229).

- b. Individual Attraction to Team-Social:** Individual attraction to the team in the context of the task refers to the degree to which individual and team goals are aligned, and when members have a clear and specific vision, they can work together to accomplish these goals (Tavoletti et al., 2025:629). Therefore, individuals are likely to be attracted to teams in which their task-related goals are more closely aligned with their professional and personal aspirations, which in turn leads to higher levels of motivation and commitment (Luster et al., 2023:444) and increased willingness to work hard and sacrifice for the team (van den Hout & Davis, 2022:159). Also, clarity of roles and responsibilities increases individual attraction because everyone knows what they are supposed to do (Gopalakrishnan & Abu, 2024:58).
- c. Team Integration-Social:** Social integration is a key element of team effectiveness (Sidorenkov & Borokhovski, 2023:363) and social integration occurs when team members communicate and trust each other, which encourages them to engage in the collaborative activities and tasks, as well as the interactive activities that contribute to social integration such as meeting and workshop activities (Orazani et al., 2023:948), and social integration contributes to a positive work environment in which individuals feel they are part of something larger (Jyoti & Dimple, 2022:787), and enhances conflict management by making it easier for team members to resolve disagreements (Obodozie & Nwabufu, 2025:525).
- d. Team Integration-Task:** Team integration in terms of the task involves having a clear action plan on who does what, which can lead to the team working together more efficiently to achieve the task (Zamecnik et al., 2024: 371), which can improve performance efficiency (Tavoletti et al., 2025: 634), and can improve team effectiveness because members feel they are contributing to the team, which increases motivation and commitment (Adham, 2023: 153). Shared challenges in the task can also reinforce integration, as members work together to solve problems or overcome obstacles (Chinyuku & Qutieshat, 2025: 136). Hence, this kind of collaboration (Paganin et al., 2023: 686).

Third: Organizational Prestige

1. Concept of Organizational Prestige

Honor is a main concept in numerous social and behavioral punishments such as mind, sociology, economics, and anthropology. Through its influence on the cultural transition of knowledge and the dynamics that shape cultural diversity, honor has been considered a crucial resource in the development of the social image (Valentino, 2021: 1396). In sociology, honor is the preferred term, while in economics it is reputation, in marketing it means image, and in accounting and law it refers to good intentions (Karim et al., 2021: 1649). The term honor is defined as the reputation arising from success, a preferred and publicly recognized name or status for achieving merit. Sociologists distinguish between honor and reputation, associating a positive connotation with the former and a neutral one with the latter. Sociologists use the term respect to denote the esteem enjoyed by individuals (Musharraf & Karim, 2023: 151).

Organizational Prestige is defined as the overall image and impression created by the individuals working in the organization, whether they are employees, customers, or partners, about the organization (Pinna et al., 2023: 8923). It depends on a set of factors related to performance, organizational culture, and applied values (Zhou et al., 2024: 2632). Prestige is not just a fleeting feeling but rather a result of continuous interaction between the organization, its environment, and its employees (Jung et al., 2024: 2551). Prestige can be careful as the credit the organization likes in the eyes of others, which lets it to shape its behaviors and planned decisions (Sharma & Tanwar, 2023: 34). Additionally, Organizational Prestige plays a significant role in defining and evaluating the individuals within the organization, as well as achieving organizational success and competitive advantage (Körner et al., 2025: 325). According to (Peña-González et al., 2021: 3), Organizational Prestige represents the degree to which the organization is perceived as having a good reputation and receiving great respect, which arises from employees' beliefs compared to evaluations and judgments by customers, competitors, and suppliers.

As most theoretical and applied studies confirm, Organizational Prestige affects employee behavior. The positive approach contributes to helping the organization develop employees in terms of self-awareness, self-distinction, and self-respect, which in turn leads to employee advancement within what is known as organizational citizenship (Aboudi & Dagher, 2021: 538). Therefore, it is important for the organization to strive to make Organizational Prestige a primary interaction point between external environment data and internal environmental indicators (de Villiers et al., 2025: 1430), as well as enhancing Organizational Prestige contributes to raising employees' self-respect, which helps guide them on how to behave effectively within the prestigious organization (Gómez-Jorge & Díaz-Garrido, 2024: 3065), and all of this reflects on the organization's ability to improve its organizational performance (Brahma & Economou, 2024: 1087), and Organizational Prestige was defined (Brachle & Waples, 2023: 29436) as the state of interaction between a group of individuals, where internal indicators and stakeholder attitudes contribute to determining its status among employees. In this context, Organizational Prestige was described (Schaefer et al., 2024: 2575) as employees' evaluations of their work based on the opinions of external parties and stakeholders.

And based on the foregoing, it can be said that Organizational Prestige represents a set of values and principles that the organization adopts to enhance its position in the job market and respect the opinions of its employees, which strengthens trust and respect between management and its employees.

2. Importance of Organizational Prestige

The importance of Organizational Prestige is highlighted by the significant role it plays in fostering trust between employees and management, which enhances the workplace and increases productivity. This, in turn, leads to building a more motivating and creative work environment. Therefore, the importance of Organizational Prestige can be identified in the following points:

- a. Concern for the social perception that forms through knowledge and impression.
- b. Improving the organization's expectations regarding its future work.
- c. The prestige generated by external individuals interacting with the organization due to its impact on the organizational identity (Obianuju et al., 2023: 35).
- d. Attracting the best talents that can build a strong reputation for the organization and gain high trust in the targeted job market and the community it operates in (Sharma & Tanwar, 2023: 34).
- e. Making the hierarchy based on prestige within organizations the level that the organization enjoys good respect, power, and a distinguished status among other competing organizations (Palomo-Vélez & Van Vugt, 2023: 88).

- f. Enhancing the sense of belonging and organizational loyalty, which reduces turnover rates and increases productivity and commitment to achieving the organization's goals and vision.
- g. Giving an institutional character to the extent to which employees influence decision-making on critical issues related to tactical and strategic matters in the organization (Bayanbayeva, 2025: 4).
- h. Strengthen the organization's position by taking risks by developing the ability to act beyond usual practices and accepted standards.
- i. Building leaders' capabilities in managing their administrative activities and in managing and achieving the organization's goals (Yi & Zulaikha, 2022:3).

3. Dimensions of Organizational Prestige

Organizational Prestige can be measured through several dimensions, which are (Aboudi&Dagher,2021):

- a. **Internal Organizational Prestige:** It has gained significant attention recently due to its positive consequences for both employees and employers, as every organization desires its employees to be motivated, enthusiastic, and committed to their institution as well as their organizational tasks (Serenko, 2024: 29). Therefore, it is important for the organization to create an internal prestige environment to manage its operations efficiently and effectively, because prestige is a vital factor that enables employees to perform better and feel satisfied (Khan et al., 2021: 63). When an individual believes that their group has high prestige and that they themselves have high prestige within that group, it plays a significant role in building and maintaining a positive social identity, which is an important part of an individual's positive behavior psychology (Peña-González et al., 2021: 23). Additionally, Internal Organizational Prestige is one of the important factors that directly affect the performance of institutions and their success in achieving their goals (Zerquera & Torres, 2025: 7), as it reflects the image of the institution in the eyes of its employees, as it focuses directly on the extent of their respect and appreciation for the work culture and values adopted within it (Lessa et al., 2025: 4). When employees feel that they are part of an organization with high prestige, it helps and motivates them to work harder, as it contributes to enhancing their level of commitment and belonging (Rabiul, 2024: 449). Thus, Internal Organizational Prestige is not just a fleeting feeling, but it extends to include outcomes resulting from multiple interconnected elements within the organization (Zhao & Ge, 2023: 242).
- b. **External Organizational Prestige:** External prestige depends on an individual's knowledge of the organization, their beliefs, and the influence of the external world to which individuals are exposed. It also includes how individuals in the external world perceive the thinking processes of an organization, reflecting the political personality of such a company. It expresses the opinions and perceptions of people outside the organization, contains the current status, and evaluates the value and behaviors for the future (Aguinis et al., 2024: 222). External organizational prestige focuses on the opinions of internal stakeholders in the organization, which are built solely based on the beliefs or perspectives of outsiders. It primarily describes the employee's perception of how external entities view their organization, reflecting an understanding of fame in terms of the individual's organizational work as perceived by external parties (Sabir & Umar, 2023: 185). Connelly et al. (2025: 33) argue that External Organizational Prestige focuses on multiple interactions between the organization and its surrounding environment, including various impressions centered around the organization through its behaviors, products, and services. External Organizational Prestige plays a significant role in building the organization's reputation and image, which in turn enhances the organization's ability to attract customers and talent (Sharma & Tanwar,

2023: 38). When an organization possesses strong prestige, it becomes a reference in its field, thereby strengthening its competitive position (Liang et al., 2025: 475).

Part Three: The Practical Aspect

First: Encoding variables and describing them

It is recommended that before starting to input the data and subjecting it to analysis, it should be expressed in a set of expressive symbols to create a clear understanding for the reader of the variables entering into the analysis, and to clarify the results reached by the research with complete ease and simplicity. Therefore, Table (1) illustrates the description and coding of the variables and dimensions of the research involved in the analysis.

Table (1) Description and encoding of variables and dimensions of the research

Variables	Dimensions	NO.	code		Source
Leader status Behaviors	Directive Style	5	DS	LB	Sauer,2011
	Participative Style	5	PS		
Organizational Prestige	Internal Organizational Prestige	4	IOP	OP	Aboudi&Dagher,2021
	External Organizational Prestige	4	EOP		
Team Cohesion	Individual Attraction To Team-Social	5	IATS	TC	Paskevich et al.,1999; Moussa,2022
	Individual Attraction To Team-Social	4	IATT		
	Team Integration-Social	5	TIS		
	Team Integration-Task	4	TIT		

Second: Testing the normal distribution and stability of the measurement tool

The results of Table (2) indicate that the data of the variables and dimensions involved in the analysis are subject to the normality test (Kolmogorov-Smirnov) since the statistical significance is higher than (0.05), which allows answering the fundamental question previously raised, and that the data involved in the analysis are subject to the normality test, in other words, it can be said that the null hypothesis is accepted, which indicates the presence of a normal distribution, while the alternative hypothesis is rejected, which imposes the absence of a normal distribution.

The results in Table (2) show that the measurement instrument in its final form is characterized by a stability rate of (0.936), which is due to the independent variable (Leader status Behaviors) with a stability rate of (0.933), and the dependent variable (Organizational Prestige) with a stability rate of (0.928), and the mediating variable (Team Cohesion) with a stability rate of (0.944), which indicates the consistency of the paragraphs and dimensions of the variables involved in the research.

Table (2) Normal distribution and stability of the measurement tool for research dimensions and variables

Variables	Dimensions	Kol-Sm		Cronbach's Alpha		
Leader status Behaviors	Directive Style	0.261	0.294	0.933	0.936	0.936
	Participative Style		0.230		0.860	
Organizational Prestige	Individual Attraction To Team-Social	0.370	0.250	0.944	0.843	
	Individual Attraction To Team-Social		0.311		0.896	

Team Cohesion	Team Integration-Social	0.257	0.236	0.928	0.842
	Team Integration-Task		0.291		0.892
	Internal Organizational Prestige		0.238		0.895
	External Organizational Prestige		0.214		0.820

Third: Descriptive Statistics

The results in Table (3) indicate that the mean of the variable "Leader status Behaviors LB" reached (3.46) with a standard deviation of (0.64), which was due to the universities and private colleges' focus on enhancing the "Participative Style PS" dimension, achieving a mean of (3.46) and a standard deviation of (0.62). Meanwhile, the "Directive Style DS" dimension ranked last with a mean of (3.45) and a standard deviation of (0.71), showing that universities and colleges prioritize feedback from employees, especially regarding leaders' behaviors to contribute to improving team cohesion. This, in turn, tourist attractions the universities and colleges' focus on smearing these insights to improve "OP" and improve overall performance.

As shown in Table (3), the mean of Team Cohesion (TC) was (3.47) with a standard deviation of (0.56) because of the universities and private colleges focus on enhancing the Team Integration-Task (TIT) dimension, achieving an mean of (3.59) and a standard deviation of (0.76). Meanwhile, the Individual Attraction To Team-Social (IATT) dimension ranked last with an mean of (3.41) and a standard deviation of (0.63), which means that universities and colleges are dedicated to develop effective training programs that lead to leadership and Team Cohesion, and thus invest in resources to teach leaders how to build organizational prestige via Team Cohesion.

Table (3) illustrates that the mean of Organizational Prestige (OP) was (3.39) with a standard deviation of (0.53), while Internal Organizational Prestige (IOP) had a mean of (3.46) and a standard deviation of (0.66), and External Organizational Prestige (EOP) had a mean of (3.32) and a standard deviation of (0.51). Thus, the universities and colleges tend to place more emphasis on the dimension of IOP, which is enhanced by strengthening team relationships to promote Team Cohesion and increase the standing of the leader, thereby increasing Organizational Prestige.

Table (3): Descriptive Statistics of Variables

No.	Mean	S.D *	No.	Mean	S.D	No.	Mean	S.D
DS1	3.63	0.73	IOP4	3.53	0.81	IATT3	3.27	0.82
DS2	3.60	0.81	IOP	3.46	0.66	IATT4	3.31	0.88
DS3	3.47	0.81	EOP1	3.29	0.72	IATT	3.41	0.63
DS4	3.28	1.06	EOP2	3.41	0.81	TIS1	3.44	0.72
DS5	3.29	0.96	EOP3	3.17	0.73	TIS2	3.66	0.73
DS	3.45	0.71	EOP4	3.40	0.73	TIS3	3.56	0.84
PS1	3.30	1.01	EOP	3.32	0.51	TIS4	3.14	1.17
PS2	3.39	1.03	OP	3.39	0.53	TIS5	3.45	0.77
PS3	3.53	0.84	IATS1	3.57	0.75	TIS	3.45	0.60
PS4	3.56	0.71	IATS2	3.36	0.76	TIT1	3.54	0.83
PS5	3.50	0.75	IATS3	3.45	0.75	TIT2	3.47	0.90
PS	3.46	0.62	IATS4	3.37	1.05	TIT3	3.61	0.81
LB	3.46	0.64	IATS5	3.41	0.77	TIT4	3.72	0.93
IOP1	3.38	0.77	IATS	3.43	0.55	TIT	3.59	0.76
IOP2	3.35	0.87	IATT1	3.36	0.83	TC	3.47	0.56
IOP3	3.56	0.74	IATT2	3.71	0.85			

* Standard Deviation

Sixth: Hypothesis Testing and Path Analysis

H1: There is a meaningful correlation between Leader status Behaviors and Team Cohesion.

The results in Table (4) indicate a significant correlation between Leader status Behaviors and Team Cohesion with a strength of (0.885) at a meaningful level (0.01), meaning that an increase in the variable Leader status Behaviors leads to an increase in Team Cohesion by the same amount. Additionally, the strength of the correlation ranged between (0.713) between the dimension Participative Style PS and the dimension Individual Attraction To Team-Social IATS to (0.854) between the dimension Directive Style DS and the dimension Team Integration-Task TIT, meaning that universities and colleges focus on building strong organizational prestige to ensure the presence of leaders with prestigious status. Therefore, universities and colleges focus on selecting outstanding leaders who reflect the organization's values, which increases employee loyalty and enhances team-based work culture.

H2: There is a meaningful correlation between Leader status Behaviors and Organizational Prestige.

The results in Table (4) indicate a significant correlation between Leader status Behaviors and Organizational Prestige, with a strength of (0.834) at a significance level (0.01), meaning that an increase in the variable Leader status Behaviors leads to an increase in Organizational Prestige by the same magnitude. Furthermore, the correlation coefficients varied between (0.710) between Participative Style PS and External Organizational Prestige EOP to (0.841) between Directive Style DS and Internal Organizational Prestige IOP; the higher the team cohesion, the better the Organizational Prestige of the universities and colleges. This supports a cooperative and positive interaction work environment and leads to improved Organizational Prestige.

H3: There is a semantic relationship between TC and OP.

The results of Table (4) indicate a significant relationship between Team Cohesion and Organizational Prestige, with a strength of (0.891) at a significance level (0.01), meaning that an increase in the Team Cohesion variable leads to an increase in Organizational Prestige by the same magnitude. Additionally, the strength of the relationship varied between these variables from (0.696) between the Individual Attraction To Team-Social (IATS) dimension and the External Organizational Prestige (EOP) dimension to (0.851) between the Team Integration-Social (TIS) dimension and the Internal Organizational Prestige (IOP) dimension, indicating that universities and colleges are concerned with measuring the impact of leaders' behaviors on Team Cohesion and Organizational Prestige to ensure understanding of work dynamics and improve organizational performance.

Table (6) Correlation Matrix

	DS	PS	LB	IATS	IATT	TIS	TIT	TC	IOP	EOP	OP
DS	1										
PS	.889**	1									
LB	.876**	.867**	1								
IATS	.793**	.713**	.778**	1							
IATT	.841**	.781**	.837**	.802**	1						
TIS	.798**	.726**	.787**	.713**	.723**	1					
TIT	.854**	.740**	.825**	.776**	.889**	.739**	1				
TC	.902**	.811**	.885**	.891**	.942**	.864**	.945**	1			
IOP	.841**	.733**	.816**	.777**	.802**	.851**	.777**	.876**	1		
EOP	.736**	.710**	.746**	.696**	.717**	.693**	.771**	.791**	.770**	1	
OP	.845**	.771**	.834**	.788**	.813**	.831**	.822**	.891**	.957**	.923**	1

H4: There is a semantic effect of Leader status Behaviors on Team Cohesion.

The results in Table (5) indicate a significant effect of Leader status Behaviors on Team Cohesion, showing that an increase of one unit in Leader status Behaviors leads to an improvement of (0.785) in Team Cohesion, accompanied by a standard error of (0.047) and a critical value equal to (16.702). This, in turn, helps build the contingencies of employees in the bank for increased competencies for the variable Leader status Behaviors, accounting for (0.784) of the variance in Team Cohesion, implying that Leader status Behaviors are important components in improving Team Cohesion, that is, private universities and colleges emphasize Leader status Behaviors by ensuring the availability of leaders who are high in leadership qualities and, thus, provide employees with confidence and motivation to work towards common goals.

H5: There is a semantic effect of TC on OP.

The results in Table (5) indicate a weak emotional effect of Team Cohesion on Organizational Prestige, showing that an increase of one unit in Team Cohesion leads to an improvement of (0.824) in Organizational Prestige, accompanied by a standard error of (0.101) and a critical value equal to (8.158). This, in turn, contributes to a weak development in employees' capabilities at the bank to enhance their abilities regarding the Team Cohesion variable, explaining (0.794) of the variance in Organizational Prestige. This indicates that universities and colleges are concerned with developing leadership behaviors that contribute to improving Team Cohesion, which in turn helps train leaders in effective communication methods, leading to enhanced positive interaction among team members and increased productivity.

H6: There is a semantic effect of Leader status Behaviors on Organizational Prestige through the mediating role of Team Cohesion.

It is clear from Table (7) that there is no direct effect of Leader status Behaviors on Organizational Prestige, which is an unacceptable explanation with a value of (0.029). This leads to the existence of a total effect of Leader status Behaviors on Organizational Prestige through the mediating role of Team Cohesion, which leads to the conclusion that an increase in Leader status Behaviors with the presence of Team Cohesion contributes to an overall improvement in Organizational Prestige by an amount of (0.818), with a standard error of (0.061) and a critical value equal to (13.410). This leads to accepting the previous hypothesis by achieving a high indirect effect compared to the direct effect, which resulted in Leader status Behaviors, through the mediating role of Team Cohesion, explaining (0.804) of the variance in Organizational Prestige. The remaining value falls outside the study's scope, meaning that Team Cohesion plays a positive mediating role between Leader status Behaviors and Organizational Prestige. This reinforces the ability of administrative leaders to enhance their internal capabilities in building the prestige of the private universities and colleges they work for, which contributes to developing a competitive advantage that reflects performance and evaluation compared to other universities and colleges in the same education sector.

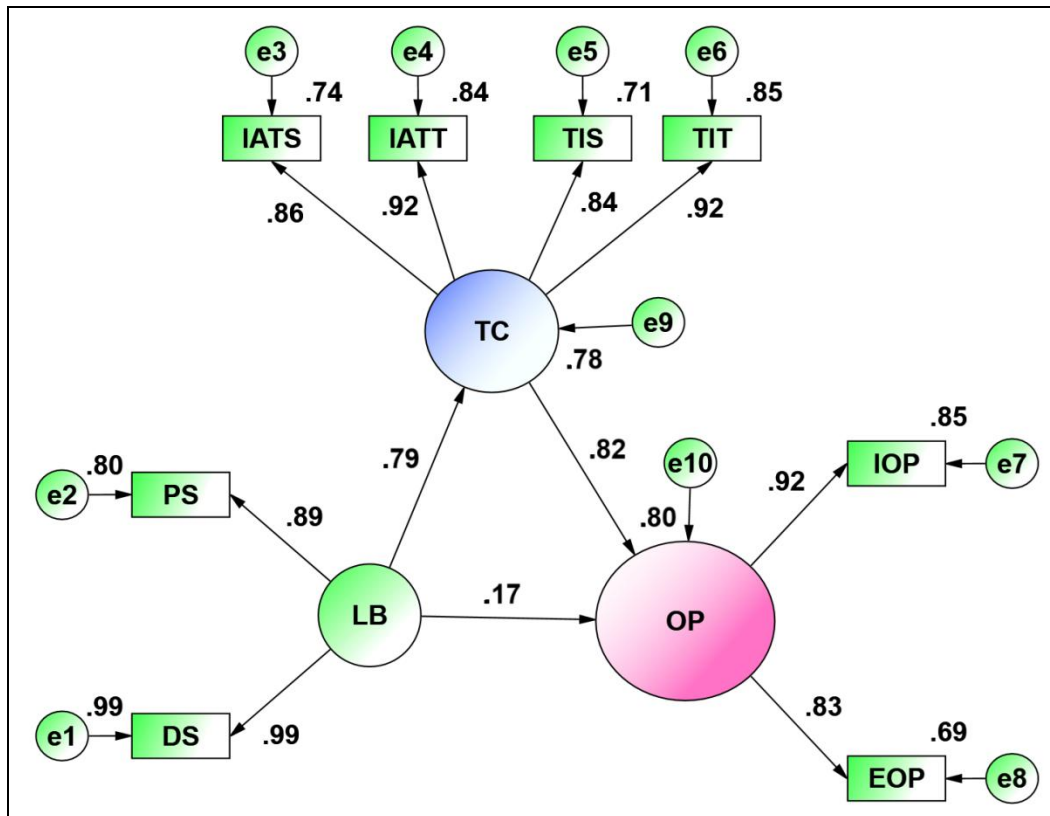


Figure (2) Path analysis of the effect of Leader status Behaviors on Organizational Prestige through the mediating role of Team Cohesion

Table (5) Results of the path analysis of the effect of Leader status Behaviors on Organizational Prestige through the mediating role of Team Cohesion

Path					Standard Weights	Standard Error	Critical Value	R ²	P
LB	---	---	---	TC	0.785	0.047	16.702	0.784	***
TC	---	---	---	OP	0.824	0.101	8.158	0.794	***
LB	---	---	---	OP	0.171	0.108	1.583	0.029	0.527
LB	---	---	---	TC	---	---	---	---	---
TC	---	---	---	OP	0.818	0.061	13.410	0.804	***

Part Four: Conclusions and Recommendations

First: Conclusions

The analysis and clarification of the results calm through the survey tool yielded several significant findings:

1. Team Cohesion plays a positive mediating role between Leader status Behaviors and Organizational Prestige, which enhanced the ability of administrative leaders to improve their internal capabilities in building the prestige of the private universities and colleges they work for, and this contributed to developing a competitive advantage that reflected performance and evaluation compared to other universities and colleges in the same education sector.
2. Private universities and colleges focus on enhancing the leader's status by ensuring the presence of leaders with prominent leadership qualities, which strengthens employee confidence and drives them towards achieving common goals.

3. Universities and colleges are concerned with developing leadership behaviors that contribute to improving Team Cohesion, which enhances training leaders in effective communication methods, leading to strengthening positive interaction between team members and increasing productivity.
4. Universities and colleges focus on building strong organizational prestige to ensure the presence of leaders who enjoy prestigious status, therefore, universities and colleges focus on selecting outstanding leaders who reflect the organization's values, which increases employee loyalty and strengthens teamwork culture.
5. Universities and colleges strive to strengthen team cohesion among members to ensure the improvement of overall university performance, which contributes to building a work environment that supports cooperation and positive interaction, thereby directly impacting Organizational Prestige.
6. Universities and colleges are concerned with measuring the impact of leaders' behaviors on Team Cohesion and Organizational Prestige to ensure understanding of work dynamics and improvement of organizational performance.
7. Universities and colleges focus on strengthening relationships within teams in a way that enhances personal relationships among team members, which leads to improved Team Cohesion and enhances the leader's status, contributing to raising the level of Organizational Prestige.
8. Universities and colleges strive to develop effective training programs that contribute to developing leadership and Team Cohesion skills, essential for making universities and colleges focus on investing their resources in teaching leaders how to build strong Organizational Prestige through Team Cohesion.

Second: Recommendations

1. Universities and colleges need to bolster the positive leadership behaviors among their leaders, and they need to develop systems that help leaders to enhance Team Cohesion and Organizational Prestige, which will raise institutional performance.
2. Universities and colleges should invest in sustainable leadership training programs that develop Team Cohesion, which requires mechanisms to build leaders who can enhance Organizational Prestige.
3. Universities and colleges must ensure that communication channels between leaders and employees are effective, and that requires mechanisms to exchange ideas and feedback to strengthen Team Cohesion and Organizational Prestige.
4. Universities and colleges should foster a culture of employee feedback about leadership behaviors, which entails mechanisms to contribute to improving Organizational Prestige.
5. Universities and colleges need to create events and activities that contribute to building Team Cohesion and enhance the position of the leader.
6. Universities and colleges need to create mechanisms to measure the impact of leadership behaviors on Team Cohesion and Organizational Prestige.
7. Universities and colleges need to create standard criteria for cohesive leadership behaviors aligned with Organizational Prestige.
8. Universities and colleges need to create mechanisms to foster innovation in management and leadership methods.

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