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ABSTRACT. This study intends to assess the influence of administrative empowerment on preparing for crisis management from the perspective of administrative employees at Misan University. The problem of this study is to answer the following question: What is the influence of administrative empowerment on readiness for crisis management at Misan University? The researcher adopted the questionnaire approach as a significant instrument for acquiring primary data and information. The primary finding of this study is the existence of a substantial influence of administrative empowerment on readiness for crisis management at Misan University. The results indicate that there are no statistically significant differences between the views of the administrative staff at The University of Misan on the impact of administrative empowerment in preparing for crisis management due to the following personal characteristics (gender, age, educational attainment, years of experience) (gender, age, educational attainment, years of experience). Because of the sex variable, there are no statistically significant variations in the perspectives of university administrators on the influence of administrative empowerment on crisis management planning. Administrative empowerment's influence on crisis management readiness among University of Misan administrators is not affected by age in a statistically meaningful way. Because of a variable in the actual data collection, there are no statistically significant variations in the perspectives of the university's administrative employees on the impact of administrative empowerment on crisis management preparations. There are no statistically significant variations between the perspectives of the administrative personnel at Misan University on the impact of administrative empowerment in preparation for crisis management due to years of experience.

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Introduction

Government public sector institutions in Iraq in general, and Iraqi universities in particular, suffer from major challenges in the field of crisis management, so administrative empowerment is one of the most important administrative methods that can facilitate the response to different crises, and therefore the problem of the study revolves around the basic theme that public sector institutions in general and Iraqi universities in particular need to follow modern administrative methods to face crises. The application of administrative empowerment is one of the modern management tools that can play a major role in crisis management, so this study tries to answer the question: "What impact does administrative empowerment have on crisis management readiness at Misan University?. The importance of this study is reflected in the various challenges faced by public sector institutions in general and Iraqi universities in particular under the political, economic, and security conditions that the country is going through. In addition, this study tries to present a set of proposals and recommendations to the administrative leaders at Misan University on how to deal with crises and reduce their negative effects, where the researcher noted the lack of local field studies on the impact of administrative empowerment in crisis management. Therefore, this study is expected to contribute at the scientific and field level to achieve the desired benefit to the administrative leaders at The University of Misan and researchers in this field. This study aims to identify "the impact of administrative empowerment in crisis management at The University of Misan," and the following objectives are:

1- Highlighting the importance of administrative empowerment in reducing the negative effects of crises
2- Providing a theoretical framework that includes intellectual and cognitive aspects of administrative empowerment and crisis management
3- Highlighting the factors to be considered by the administrative leaders at The University of Misan, which can help reduce the negative effects of crises
4- Make a set of recommendations to the management leaders of The University of Misan to help them increase the university's ability and efficiency to cope with the loaded crises.

1. Literature review

First: Administrative empowerment

The concept of administrative empowerment:

The definition of Bowen and Lawier (1992) is one of the most important and clear definitions of administrative empowerment, which states that administrative empowerment is the free release of subordinates, as the essence of the idea of administrative empowerment lies in the fact that the administrative leaders of the organization release the freedom of action of subordinates by giving them sufficient authority and confidence to perform their duties freely in order to establish the spirit of responsibility and pride of subordinates and create an appropriate organizational climate that enables them to exercise the authority granted to them and take responsibility for their functions and decisions.

According to Schermerhorn et al. (2012), administrative empowerment is to give subordinate presidents sufficient power to act, make and implement decisions in order to make subordinates more able to serve their organization effectively (Robbins, 2001).

Administrative empowerment is defined as creating all the conditions and organizational climate that facilitates the exercise of their competence and cognitive and practical ability to achieve good control over their jobs and functions, thereby enhancing their entrepreneurial spirit and self-confidence and encouraging them to perform meaningful tasks(Bloisi et al. 2007, where Herrenkohl et al. (1999) views empowerment as a situation in which an interactive and supportive working environment encourages who's subordinates to find and apply the best ways, not work disease. To enhance his self-confidence and conviction with practical skills and knowledge abilities that enable him to make the right decisions and make sure that the desired results are achieved.

It can be said that administrative empowerment is to give subordinate presidents broader authority, authority, and freedom within the scope of their tasks to promote entrepreneurship, participation, and opinion in decision-making.

The importance of administrative empowerment and its objectives:

Management empowerment is an important and influential variable in administrative processes and associated functions and can be seen as a regulatory factor that can significantly affect the efficiency of the functionality of administrative staff in organizations, as well as the performance of organizations. The importance of administrative empowerment is reflected in its impact on improving motivation, satisfaction, and job performance of employees and creating organizational loyalty, in addition to contributing to raising the morale of workers and enhancing their self-confidence, helping to maintain efficient human resources, and reducing turnover.

Many researchers have addressed the importance and objectives of empowering the organization's administrative staff, as this topic has received great attention from them because of its positive impact on the performance of the workers and the organization as a whole, as it contributes to achieving the following objectives:

1- Speeding up and improving decision-making
2- Improving job satisfaction, motivation and creating greater career commitment, enabling administrative staff to improve their psychological situation and make them

feel good about themselves by appreciating and valuing their work (Cheng,2005; Mullins, 2016)

3- Improving the level of responsibility and promoting loyalty and organizational affiliation (Schermerhorn et al., 2012)

4- Motivational arousal of employees of the organization (lee, 2005)

5- Improving the level of creativity and innovation of Mullins staff (Mullins,2016)

6- Helps the organization achieve the requirements and requirements of comprehensive quality management by contributing to the provision of high-quality products and services and flexibility in achieving customer requirements and reducing costs and responsiveness(Daft, 2016).

Dimensions of administrative empowerment:

Through definitions that tried to address the issue of administrative empowerment, we saw that they were all about a set of dimensions that represented management practices and the organizational characteristics to be provided as key pillars for the successful application of the concept of administrative empowerment, and for the purposes of this study the focus will be on the following five dimensions:

1- Devolution of authority and authority: one of the main pillars of the administrative empowerment of administrative staff, where the President grants some of his powers and powers to aides or subordinates without directly interfering in how to perform or accomplish the tasks under those powers or powers, under which the assistant is granted the freedom to act about these tasks, who make decisions and issue orders (Shanwani, 1999), whereby the assistant is granted the freedom to act in relation to these tasks. Administrative empowerment gives subordinates the ability, confidence, autonomy in decision-making, and the possibility to act as stakeholders and business partners with a focus on the minimum organizational levels of the organization (Ettorre,1997).

2- Teamwork: This dimension requires a strong leader who can guide teams, encourage them and encourage them to work together in order to overcome the difficulties they may face in the performance of their duties(Quinn & Spreitzer, 1997), where the leader is committed to working to overcome all the difficulties and obstacles faced by the team's work and encourage them to perform collectively (Arif, 2004).

3- Knowledge and skill: Having knowledge and skill with subordinates is one of the most important pillars of successful worker empowerment, as the organization should take

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care to provide a good training system to develop the performance of employees by providing them with the necessary scientific knowledge and practical skills that we do not accomplish(Lin, 1998)

4- Incentives and rewards system: This dimension is the main driver in the management empowerment process, with Melhem (2006) arguing that the organization must provide an effective incentive and reward system that encourages its employees to take responsibility, as motivation is a set of factors that encourage workers to improve their work and performance for the better (Odeh, 1994)

5- Effective communication system: The availability of an effective communication system between the administrative levels of the organization is the key to the success of administrative empowerment, as the availability of such a system indicates the freedom and ease of access and delivery of sensitive information by subordinates. The effective communication system is intended as a targeted exchange of information, ideas, and opinions between two or more people with the aim of creating mutual understanding on a particular topic (Hassan, 2009)

Empowerment methods

The objective of administrative empowerment is to improve the performance of the organization's administrative, organizational levels with a view to realizing the organization's objectives by allowing the organization's administrative staff to be empowered with sufficient powers and powers to carry out the tasks and duties assigned to them effectively and efficiently. To achieve this, many methods of administrative empowerment have emerged, including:

1- Driving style: Many researchers see such as Kanter,1989; Bennis, 1999)That administrative empowerment is one of the contemporary leadership methods aimed at improving the capacity and effectiveness of the business organization, and that the cornerstone of the success of this method is the role played by the President in empowering the lower administrative levels, where this method is based on the principle of devolution of powers and powers to administrative staff at the lower levels.

2- The method of empowering the individual: it is also called self-empowerment, where the philosophy of this method is based on the important principle that administrative empowerment is an individual's own experience, reflecting in one way or another the ability of the individual to control, control, take responsibility, independence and the ability to invest information and resources(Spreitzer,1996).

3- Team empowerment: Team empowerment is an important method of encouraging teamwork rather than individual work by empowering administrative staff to develop their abilities and skills and improve institutional performance as a whole, as this method expands the organization's supervision and transforms its organizational structure into a horizontal (flat) structure rather than a hierarchy (Torrington et al.), 2017).

Steps to the success of administrative empowerment

Abdul Hussein (2012) believes that the success of implementing administrative empowerment in the organization is achieved through the following steps:

1- Get rid of all the negative circumstances that prevent the granting of authority to the lower administrative levels. This is done through attention to training and changes in the organizational structure and the system of incentives and rewards.

2- Give greater value to self-capacity-related jobs by convincing subordinates of the importance of the jobs they do, supporting them, and giving them sufficient freedom to perform their jobs

3- Subordinates manage the importance of empowerment

4- Convincing subordinates that they use the powers granted to them in order to improve their performance and reflects positively on improving productivity efficiency

Melhem (2006) believes that the most important steps to the success of the implementation of administrative empowerment are:

1- Investing training and education in improving the competence of subordinates and developing their skills and abilities

2- Taking into account the individual differences of subordinates, evaluating their skills and abilities, and identifying their medicines

3- The organization's interest prevails over personal interest.

4- Working to provide methods of obtaining important information in the decision-making process

5- Getting rid of excessive and insignificant restrictions and controls

6- Work to confirm and encourage confidence in subordinates and support their entrepreneurial spirit

7- Recognition of subordinate contributions and achievements

8- Work to ensure a fair incentive and reward system

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Second: Crisis management

Crisis management concept:

The concept of crisis management is one of the contemporary management concepts, as the success of the organization, regardless of its type or nature of work, depends largely on its ability to face crises, which requires the Organization to demonstrate that capacity and its suitability for ongoing environmental changes, which are often a major challenge. Crisis management is therefore vital because it has a significant impact on the survival and survival of the Organization. Ahmed (2001) defined crisis management as a contemporary administrative input based on predicting potential crises by sensing, analyzing, and monitoring internal and external factors likely to generate the crisis, employing all resources and possibilities available to prevent the crisis, or preparing well to deal with them efficiently and effectively to reduce the damage and losses to which the Organization may be exposed and to try to return it to normal as soon as and at a lower cost, and thus to try to identify the causes of the crisis, Draw conclusions to prevent their repetition, or improve their future treatment methods.

Fink (1989) believes that crisis management is the ability to eliminate a lot of risks, threats, and uncertainty in order to achieve as much of a reduction as possible in the face of the organization, through the use of perception to imagine the worst that may happen, and then make appropriate decisions before it occurs. According to Penguin, 2017, crisis management is "a set of preparations and administrative efforts, which are being made to address or reduce the negative effects of the crisis," an administrative method to deal with the crisis through the use of scientific and approach methods: "planning, organization, guidance, follow-up, formation of the crisis team, leadership, communication system, information system, and calendar."

From the above, it is clear that crisis management is to estimate sudden events chart the directions of alternative solutions, visualize all the occupied scenarios for the development of these events and circumstances and then make the appropriate decision for each of these scenarios and determine the paths required to tighten control over the expected event and its developments. In other words, crisis management is how to control the crisis itself in terms of course and direction and based on systematic scientific steps in the process of making the right decision to face the crisis.

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Requirements for successful crisis management

In order to be successful in crisis management, the organization must work to provide a set of basic requirements for the mission of the crisis management team, where researchers (Khudhairi, 1997; Judah, 1999; Al-Bazaz, 2001; Al-Lozi, 2003; Shahrani, 2005; Salem, 2015) believe that the most important requirements for crisis management success are:

1. Streamline administrative procedures and stay away from complexity

2. Work to make organizational structure and working methods more flexible

3. Work to enhance and increase the individual expertise of subordinates in the administrative fields

4. Choose competent management leaders capable of interacting with events

5. Work to develop an effective information and communications system, as an integrated system of data and information and an integrated database are the basis of the decision-making process

6. Formation, training, and continuous development of crisis management teams

7. Working to spread and promote a culture of initiative and creativity

8. Work to modernize and develop monitoring and follow-up systems

9. Work to improve participation in the decision-making process

10. Care, permanent presence and not to compromise or wait

11. Be careful to be continuously present at the site of the event

12. Devolution, allowing the crisis management team the freedom to act and to be flexible in accordance with positions and events

13. Dealing with crises in accordance with a sound management methodology based on planning, organization, guidance, and follow-up

14. Lack of tension, coordination, and understanding among members of the crisis management team

Crisis management stages

Person and Rondinelli (1998) believe that crisis management goes through five basic stages:

1- Early warning stage: Is the stage of detecting warning signs of the occurrence of the crisis, where at this stage warning signals are detected for the possibility of a crisis, and it is worth noting that these signals do not appear all at once, so it takes a relatively long time to detect them.

2- Preparing for the crisis: At this stage, the organization's weaknesses and weaknesses are diagnosed with the aim of preparing well and preparing preventive means to deal with the crisis.

3- Containment phase: This stage comes after the crisis, where the damage caused by the crisis is accounted for

4- The organization's revitalization phase: At this stage, the organization is trying to start its work and restore its balance through pre-prepared scenarios to restore the organization's activity and recover from the crisis

5- Learning stage: At this stage, the crisis management team analyzes and studies events in depth with the aim of drawing lessons and identifying the organization's strengths in order to raise and strengthen them, identify and seek to address vulnerabilities.

Crisis management constraints

The researchers(Dynes et al., 1981; Quarantelli, 1988)that there is a range of administrative and organizational constraints faced by the crisis management team, which can be summarized as follows:

1- Ineffective communications system: When a crisis occurs, communications are often greatly affected, making decision-making difficult because information does not flow well and sufficiently

2- Overlapping powers and powers: Lack of clarity of powers and responsibilities leads to confusion in the work of the crisis management team, and therefore the team cannot perform its work efficiently

3- Lack of effective coordination: One of the most important obstacles that arise during the crisis is the need for coordination between members of the crisis management team, where the larger the crisis and the larger the number of people affected by the crisis and the more multiple parties involved in managing the crisis, the more likely it is that there will be no effective coordination between those parties.

Based on the problem of the study and in response to the requirements of achieving its objectives, the researcher adopted the following main hypothesis:

"There are no statistically significant differences at the level of significance($\alpha = 0.05$)between the views of the administrative staff at The University of Maysan on the impact of administrative empowerment in preparing for crisis management due to the following personal

characteristics (gender, age, educational attainment, years of experience)," the following four hypotheses are derived from this hypothesis:

1- "There are no statistically significant differences at the level of significance(α = 0.05)between the views of the administrative staff at The University of Maysan on the impact of administrative empowerment in preparing for crisis management due to the sex variable."

2- "There are no statistically significant differences at the level of significance(α = 0.05)between the views of the administrative staff at The University of Maysan on the impact of administrative empowerment in preparing for crisis management due to the age variable."

3- "There are no statistically significant differences at the level of significance(α = 0.05)between the views of the administrative staff at The University of Maysan on the impact of administrative empowerment in preparing for crisis management due to a variable of practical collection."

4- "There are no statistically significant differences at the level of significance(α = 0.05)between the views of the administrative staff at Maysan University on the impact of administrative empowerment in preparing for crisis management due to years of experience."

Fifth: Study model

Based on the study hypothesis, the default study model consists of three main variables:

- The independent variable is administrative empowerment and consists of five dimensions (devolution and authority, teamwork, knowledge and skill, incentive and reward system, effective communication system)

- The dependent variable is crisis management.

- Variable personal characteristics that include (sex, age, educational attainment, years of experience)

The following form shows the default study model.

Figure (1). The theoretical model of the study
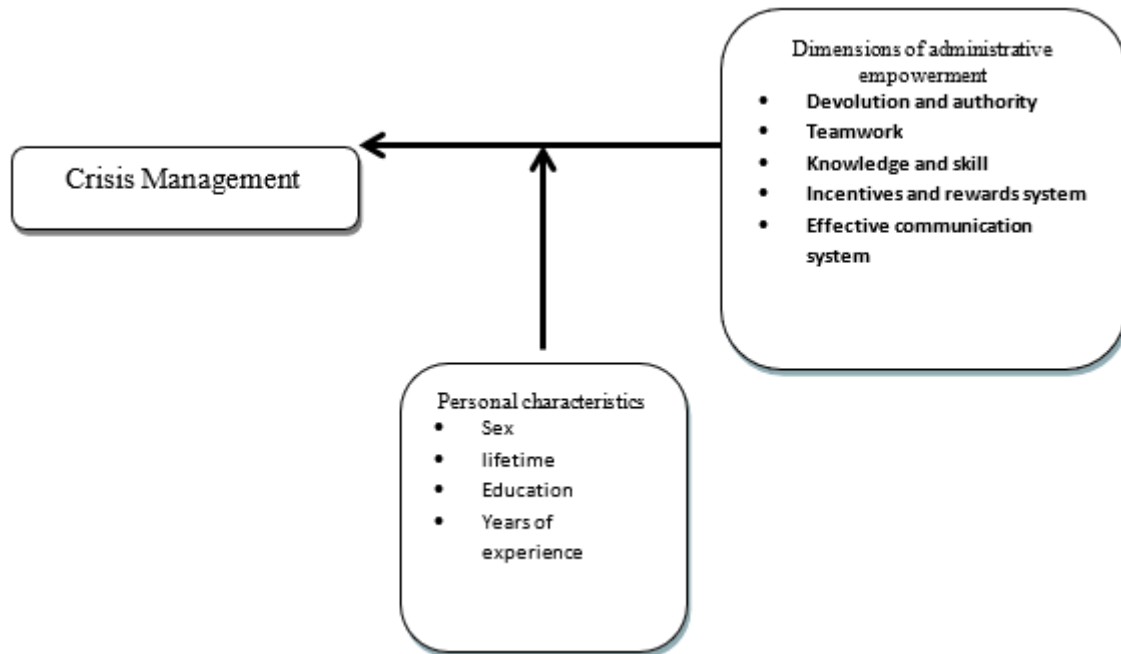
Sixth: The limits of the study

The boundaries of this study can be divided into four limits as follows:

1. Human boundaries: a sample of the administrative staff at the University of Maysan

2. Spatial boundaries: Maysan Province - Maysan University

3. Time limits: study preparation period during 2018

4. Objective limits: the impact of administrative empowerment on crisis management

The Results

First: a society appointed by the study

The study targeted the administrative staff at Misan University in Misan province as an area for applying this study and collecting the required data, where a random sample of (200) individuals out of (1,769) employees from various colleges of the university was taken in addition to the office Mr. President of the University, The Office of the Assistant President of the University for Scientific Affairs and the Office of the Assistant President of the University for Administrative Affairs, where (200) questionnaires were distributed, from which(190)a

valid questionnaire was recovered for statistical analysis after the exclusion of the damaged ones, i.e., This percentage is high and sufficient to generalize the results of the study.

Second: methods of collecting data and information

In order to reach the goal of the study, the researcher relied on the following methods to collect the required data and information:

1- Using Arab and foreign sources related to the study variables to cover the theoretical aspect and enhance the practical aspect of the study

2- A questionnaire form designed to collect data and information on the practical aspect was used where the questionnaire was formed in two parts. The first part includes the personal data of the study sample (sex, age, educational attainment, years of experience), while the second part included(20)paragraphs to explore the opinions of the study sample on the "impact of administrative empowerment in the readiness to manage crises." "Quintet" to answer the resolution paragraphs.

Third: The stability of the study tool

To ensure the stability of the tool used in the study, the researcher used internal consistency, as this measure indicates the strength of the correlation between the resolution paragraphs used.

Fourth: Believe the study tool

The researcher relied on the sincerity of the tool on"Logical Validity," where the researcher presented the questionnaire in its initial form to a number of arbitrators with competence and interest in the subject of the study, and the researcher took notes and modifications to the paragraphs of the questionnaire.

Fifth: Statistical study tools

The SPSSStatistical Packages Program was used to process data and test hypotheses, using the following statistical tools:

- "Arithmetic average and percentage" to answer the main question of the study, where the following criterion was adopted:

  1- Less than 50% of the impact is very low.

  2- From 50% to less than 60%, the impact is low.

  3- From 60% to less than 70%, the impact score is average.

  4- From 70% to less than 80%, the impact is high.

  5- 80% or more the impact is very high

- "Test for independent samples," where it was used to verify the hypothesis of the sex variable

- "ANOVA" test, which was used to verify hypotheses of age variables, educational attainment, and years of experience

Sixth: Description of the characteristics of the study sample

Below, the researcher will analyze the characteristics of the study sample according to their personal variables:

Table (1). Description of the study sample by personal variables

Variables	Categories	Iteration	Percentage (%)
Sex	male	160	84.2
	female	30	15.8
	Total	**190**	**100%**
lifetime	Less than 30 years old.	25	13.2
	30 years to less than 40 years	90	47.4
	40 years to less than 50 years	53	27.9
	50 years and older	22	11.5
	Total	**190**	**100%**
Education	Diploma of the least	121	63.7
	Bachelor	66	34.7
	Master	3	1.6
	Doctor	0	0
	Total	**190**	**100%**
Years of experience	Less than five years.	21	11
	Five years to less than ten years	76	40
	10 to under 15 years	71	37.4
	15 years and older	22	11.6
	Total	**190**	**100%**

We note from table 1 above that the proportion of males was 84.2 percent, well above the female ratio of 15.8 percent. With regard to the age variable, we note that the age group (30 years of age to under 40 years) ranked second with 47.4 percent, while the proportion of sample members in the age group (40 years of age to under 50) ranked second and reached (27.9%), while the proportion of sample members in the age group (less than 40 years of age) was second and 27.9 percent. The age group (50 and over) was 13.2 percent, and the age group (50 and

over) was the lowest at 11.5 percent. As for the change in educational attainment, the researcher found that (63.7%) of the sample members have a diploma, and (34.7%) of the holders of the bachelor's degree, compared to (1.6) of the sample members have a master's degree, while the sample members did not have a doctorate, thus concluding that the educational level of the administrative staff at The University of Misan is low, which requires the university to take serious steps in the development of its administrative cadres. Finally, when verifying the years of experience of the sample members, the researcher found that 40% of them had experience (from 5 years to less than ten years), (37.4%) of the sample had years of experience ranging from 10 years to less than 15 years, and (11.6%) had more than 15 years of experience, and 11% of the study sample had less than five years of experience.

Seventh: Statistical analysis of study variables

The results of the study question: "What impact does administrative empowerment have on the readiness to manage crises at The University of Misan?"

To answer this question, use the mathematical and percentage middle ground, and the following table illustrates the results of the opinions of the administrative staff at the University of Misan on the impact of administrative empowerment on crisis management preparedness.

Table 2. Results related to the opinions of the individual sample study on the impact of administrative empowerment in preparing for crisis management

Paragraph No.	Paragraph	Arithmetic medium	Percentage (%)	Impact score
8	Adopting well-prepared plans to train administrative staff at the university increases their competence in solving problems	4.41	84.45	Too big.
17	Clarity of instructions and procedures at the university increases the efficiency of administrative staff to solve crises	4.40	84.25	Too big.
12	Continued appreciation of the efforts made by the administrative staff at the university contributes to reducing potential problems	4.32	82.65	Too big.

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11	Providing the university with training and development opportunities continuously for the administrative staff at the university develops the university's ability to cope with crises	4.31	82.45	Too big.
1	Delegate sufficient powers to administrative staff increases the effectiveness of crisis management	4.27	81.65	Too big.
13	Suitable salary for administrative staff with their efforts at work improves the university's relationship with all its employees	4.25	81.25	Too big.
3	Giving administrative staff sufficient flexibility to act on their duties improves decision-making and problem-solving	4.24	81.05	Too big.
10	Providing the university with learning opportunities and acquiring new skills helps the university make the best use of resources	4.20	80.25	Too big.
4	Focusing on team performance rather than individual performance increases the university's ability to prepare for crises	4.07	77.65	Big
19	Interest in finding effective means of communication with administrative staff increases the effectiveness of problem-solving at the university	4.07	77.65	Big
2	Confidence in the ability of administrative staff to perform the tasks assigned to them contributes to reducing potential problems	4.02	76.65	Big
15	Considering efficiency as the primary criterion in promotion and upgrading affects the efficiency of administrative staff in resolving crises	3.98	75.85	Big
7	Good cooperation between the university's teams reduces potential problems	3.75	71.25	Big
18	The arrival of administrative staff to the university leaders and explaining their position easily contributes to solving problems at the university	3.65	69.25	Medium

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5	Supporting the formation of teams at the university contributes to good preparedness for crisis management	3.62	68.65	Medium
14	A system of promotions and promotions based on fair, objective foundations that affect the progress of the work positively at the university	3.21	60.45	Medium
16	Considering efficiency to be the primary criterion in the granting of incentives and equivalents leads to increased job satisfaction rates for administrative staff	3.15	59.25	Few
6	The university's teams are doing their work efficiently, increasing the effectiveness of crisis management	3.05	57.25	Few
20	Provide an efficient management information system that helps early detection of crises	3.03	56.85	Few
9	The university encourages the exchange of experiences and knowledge with universities and other institutions that benefit in decision-making and increases the university's ability to solve problems	3.01	56.45	Few
Total arithmetic and total impact score		**3.85**	**73.26**	**Big**

The results of table 2 above show that the calculations of sample members' views of the impact of administrative empowerment in crisis management preparedness are limited to (4.41-3.01) and that the overall degree of impact of administrative empowerment in preparedness Crisis management at The University of Misan was large, with a total arithmetic average (3.85) and a percentage of 73.26%), which means that there is a significant impact of administrative empowerment in crisis preparedness at the University of Misan.

Paragraph 8, which states that "the adoption of well-prepared plans to train administrative staff at the university increases their competence in solving problems," has received a very large degree of approval, with a mathematical average of 4.41 and a percentage (84.45%), indicating the importance of training administrative staff and gaining knowledge and skill in good preparedness to face crises. Paragraph 17, which states that "the clarity of instructions and procedures at the university increases the efficiency of administrative staff in resolving crises," was second place with a very large degree of approval, with the computational average of this paragraph (4.40) and a percentage (84.25%), indicating that the clarity of procedures and instructions according to the point of view of the administrative staff at the University of Misan

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increases their ability to cope with crises. "The continued assessment of the efforts made by the administrative staff at the university contributes to reducing potential problems" with a very high degree of approval, with a mathematical average of 4.32 and a percentage (82.65%), which shows that motivating administrative staff by estimating their efforts plays a major role in reducing potential problems.

Paragraphs (11, 1, 13, 3, 10) achieved a very large approval score by the study sample members, with the middle of my account (4.31, 4.27, 4.25, 4.24, 4.20) respectively, and a percentage (4.27), respectively. 82.45%, 81.65%, 81.25%, 81.05%, 80.25%, respectively, and these results demonstrate how important administrative empowerment is in preparing for crisis management from the point of view of the administrative staff at The University of Misan, where the pursuit of training and development opportunities for administrative staff increases the capacity of administrative staff The university to face crises, as well as the administrative staff at The University of Misan that authorizing them sufficient powers and giving them the freedom and flexibility to act to exercise their tasks would increase the effectiveness of crisis management and improve the process of decision-making and problem solving, in addition to the study sample believes that the extent to which their salaries fit with their efforts can improve the university's relationship with all its employees, and if the university wants to use its resources optimally it must provide opportunities to learn and acquire skill New.

While the last place was paragraph 9, which states that "the university encourages the exchange of experiences and knowledge with universities and other institutions that benefit in decision-making and increases the university's ability to solve problems" and with a small degree of approval, this paragraph achieved an average calculation of (3.01) and a percentage (56.45%), indicating that there is little importance to sharing experiences and knowledge with universities and other institutions in improving the decision-making process and the university's ability to solve problems according to the point of view of the owners. Administrative at the University of Misan.

Testing the study hypothesis:

First: The first sub-hypothesis: "There are no statistically significant differences at the level of significance($\alpha = 0.05$)between the views of the administrative staff at the University of Misan on the impact of administrative empowerment in preparing for crisis management attributable to the sex variable"

In order to test the first sub-hypothesis, the researcher used a test for two separate groups, and the following table shows the results.

Table 3. Results of the T-test for two independent groups of differences in the view of the respondents at The University of Misan for the impact of administrative empowerment in preparing for crisis management by gender variable

Sex	Arithmetic medium	Standard deviation	Value(T)	Level of significance
Male	3.75	0.482	1.26	0.27
Females	3.43	0.461		

By reviewing the results of table 3 above, it is found that the level of indication of the impact of administrative empowerment in crisis management readiness at The University of Misan by sex variable was0.27, which is higher than the default indication level of this study of α= 0.05, and that the calculated T value is less than the scheduled value of (T), Thus, we accept the zero hypothesis that "there are no statistically significant differences at the level of significance(α = 0.05)between the views of the administrative staff at The University of Misan on the impact of administrative empowerment in preparing for crisis management due to the sex variable."

Second: Sub-hypotheses II, III and IV: "There are no statistically significant differences at the level of significance**(α = 0.05)**between the views of the **administrative staff at The University of Misan on the impact of administrative empowerment** in the **readiness to manage crises due to variables (age, educational attainment, years of experience)"**

In order to test the second, third and fourth sub hypotheses, the researcher used the"ANOVA" to identify the differences in the views of the administrative staff at the University of Misan about the degree to which administrative empowerment affects preparedness, not the management of crises depending on their personal variables (age, educational attainment, years of experience), and the following table shows the result of the test.

Table 4. Results of the"ANOVA"

Sub-hypothesis	Variable	Source of contrast	Degree of freedom	Total deviation boxes	Average squares	Calculated Value	Level of significance

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2nd	lifetime	Between groups	3	0.565	0.188	1.34	0.42
		Within groups	186	37.772	0.203		
		Total	**189**	**38.337**			
Third	Education	Between groups	3	0.776	0.259	1.63	0.22
		Within groups	186	23.828	0.128		
		Total	**189**	**24.604**			
Fourth	Years of experience	Between groups	3	0.951	0.317	0.97	0.36
		Within groups	186	28.035	0.151		
		Total	**189**	**28.986**			

Sub-hypothesis II: The results of Table 4 show that the value of the level of indication of the impact **of** administrative empowerment in preparing for crisis management at The University of Misan by age variable was0.42, which is greater than the value of the level of default significance of this study (α=0.05), and the calculated value(F)is less than the value of(F)scheduling, and therefore we accept the zero hypothesis that "there are no statistically significant differences at the level of significance(α = 0.05 "Among the views of the administrative staff at The University of Misan on the impact of administrative empowerment in preparing for crisis management is due to the age variable."

Sub-hypothesis 3: It is clear from the results of Table 4 that the value of the level of indication of the impact of administrative empowerment in the readiness to manage crises at the University of Misan by variable educational attainment amounted to(0.22), which is greater than the value of the level of default indication of this study (α =0.05), and the calculated value of Fis less than the scheduling value of(F), and therefore we accept the zero hypothesis that "there are no statistically significant differences at the level of significance (α = 0.05) between the views of

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the administrative staff at The University of Misan on the impact of administrative empowerment in preparing   for crisis management due to the variable educational attainment."

Sub-hypothesis IV: The results of table 4 above show that the value of the level of indication of the impact of administrative empowerment in crisis management readiness at The University of Misan by variable years of experience amounted to (0.36), which is greater than the value of the level of default indication of this study ($\alpha = 0.05$), and the calculated value(F)is less than the value of(F)table, which calls for the acceptance of the zero hypothesis which states that "there are no statistically significant differences at the level of significance ($\alpha = 0.05$)between the views of the administrative staff at The University of Misan on the impact of administrative empowerment in preparing   for crisis management due to the variable years of experience."

Based on the acceptance of the sub-hypotheses above, the main hypothesis is accepted, which states that "there are no statistically significant differences at the level of significance($\alpha = 0.05$)between the views of the administrative staff at the University of Misan on the impact of administrative empowerment in preparing for crisis management due to the following personal characteristics (gender, age, educational attainment, years of experience).

Conclusions

The results of the study showed that there is a significant impact of administrative empowerment in crisis management readiness at The University of Misan. The results of the study showed that the university's adoption of well-prepared plans to train its administrative staff would have a very significant impact on increasing their efficiency in solving problems, in addition to developing the university's ability to cope with crises. The results of the study showed that the clarity of instructions and procedures at the university has a very significant impact on increasing the efficiency of administrative staff in the face of crises. It became clear from the results of the study that working to continuously appreciate the efforts made by the administrative staff at the university has a very significant impact in reducing potential problems. The results of the study showed that the delegation of sufficient powers to administrative staff has a very significant impact on increasing the effectiveness of crisis management. The study found that the proportionality of salary with efforts at work has a very significant impact on improving the relationship between the university and the staff. The results of the study showed that giving administrative staff sufficient flexibility to act in the performance of their work functions has a very significant impact on improving the decision-making process and solving problems.

The study found that providing the university with learning opportunities and acquiring new skills has a very significant impact in helping the university to make the best use of resources, which reflects positively on its ability to cope with crises. The results of the study showed that there are many measures that can significantly affect the university's ability to face crises and solve problems, including focusing on collective performance instead of individual performance, attention to finding ways of communication and effective communication with administrative staff, increasing confidence in the capabilities of administrative staff to perform the tasks assigned to them, considering competence as the primary criterion in promotion and

promotion, and good cooperation between the teams of the university. The study found that there are no statistically significant differences at the level of significance($\alpha = 0.05$)between the views of the administrative staff at The University of Misan on the impact of administrative empowerment in preparing for crisis management due to the following personal characteristics (sex, age, educational attainment, years of experience)

The researcher recommends that The University of Misan adopt administrative empowerment because of its significant impact on the readiness to manage crises. Misan University should be interested in developing plans to train administrative staff in order to increase their efficiency in solving problems and to develop the university's ability to cope with crises. Work on clarifying the instructions and procedures at the university and removing the conflict and confusion, if any. The need to pay close attention to the system of incentives and rewards, especially to assess the efforts made by the administrative staff at the university. Misan University should be interested in working on delegating sufficient powers to administrative staff. It is essential that the amount of salary be commensurate with the efforts made at work in a way that encourages responsibility. Work to give sufficient flexibility to administrative staff to act in the performance of their duties. Need to pay attention to providing learning opportunities and acquiring new skills for administrative staff. In order to increase the ability of The University of Misan to cope with crises and solve problems, it must follow the following procedures:

- Encourage teamwork instead of individual action.
- Interest in finding effective means of communication and communication with administrative staff.
- Work to enhance the university's confidence in the capabilities and capabilities of the administrative staff to perform the tasks assigned to them.
- Work to adopt efficiency as a basic criterion for promotion and promotion purposes.
- Encourage effective cooperation between teams at the university.
- The need to disseminate the results of the study to other Iraqi universities and to benefit from their results in preparing for crisis management

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