Evaluating The Reality of Crisis Management at The University of Idlib from The Point of View of Administrators

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Abstract

The research aimed to find out the reality of crisis management at the University of Idlib from the point of view of administrators. The researcher adopted the descriptive approach and applied the research to the administrative employees at the University of Idlib, who number (210) employee, a questionnaire was prepared consisting of (15)A paragraph that included the dimensions of evaluating the reality of crisis management. The questionnaire was distributed electronically to the research sample, which were determined based on the Krejci and Morgan table, and the most important findings of the research:

1-The evaluation of the reality of crisis management at the University of Idlib from the point of view of administrators was moderate.

2-The reality of crisis management was arranged in descending order (the reality of crisis management during the crisis with an arithmetic mean (4), Then the reality of crisis management after the crisis with an arithmetic average (3.92), Finally, the reality of crisis management before the crisis with an arithmetic average (3.47).

3-There are no statistically significant differences at the significance level 0.05 Among the answers of the research sample members about evaluating the reality of crisis management at the University of Idlib from the point of view of administrators is due to the variable (gender, age).

4-There are statistically significant differences at the significance level 0.05 Among the answers of members of the research sample about evaluating the reality of crisis management at the University of Idlib from the point of view of administrators is due to the variety of academic qualifications.

The researcher recommends several things to the senior management in higher education institutions, including:

1- Follow up on the development taking place in of crisis management in countries with the aim of being able to confront crises efficiently and effectively and using unconventional scientific methods.

2-Working to increase the skills of administrative leaders in the field of crisis management through specialized seminars and conferences.

3- Continuously updating information to be able to monitor all the signals that occur in the environment that can help predict the occurrence of crises.

Keywords: *(The Reality of Crisis Management, Administrators, Idlib University, Crisis Management).*

Introduction

Talking about the spread and aggravation of crises in our present era does not concern a specific society, or a country in itself, but rather, everyone is immersed in them, at all levels of political, economic, social, military, or education, etc. As these crises of various types cause losses in establishments and facilities.

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Public and property, and human and natural resources, and all of these losses reduce the chances of progress in the development path of society. Crises are an undesirable thing for the soul, because they feel unstable and sudden change, which makes one feel confused and anxious, and perhaps make impromptu and hasty decisions that make the matter worse (Al-Hafni, 2017, p3). Therefore, the question is no longer whether the crisis will come or not? Rather, it became the question is what the organization does when the crisis comes. Scientific and wise dealing with crises would limit the risks and effects resulting from them. This deal includes the various stages of crises before, during and after the crisis. Sensing the crisis by adopting accurate information, modern technological means, and scientific theories of data analysis, information technologies, etc., would contain the crisis before it occurs and saving it if possible, or at least reduce its severity and effects (infant,2011, p11). Crisis management is the management of the present and the future, and it is a rational scientific tool, built on science and knowledge, and works to protect and prevent the administrative entity, improve its performance, and maintain the sound operation of the forces that make up this entity (Abu Aziz, 2010, p 9).

Research Problem

Due to security and political instability, higher education institutions in northern Syria suffer from multiple and varied crises, for example but not limited to student crises such as (increasing cases of students dropping out of the university due to bombing, weak financial ability to pay university fees, etc.), and building crises. And equipment such as (lack of appropriate physical infrastructure for lectures, lack of university housing, outdated and small infrastructure, etc.), and despite these challenges and difficulties, we find that these institutions did not give sufficient attention to the issue of crisis management, and do not have management. Specialized or specialized teams for crisis management, and they do not plan in advance to predict crises before they occur. They deal with crises immediately after they occur, unlike developed countries that follow the scientific method to confront the crises they encounter by trying to benefit from them, learn, and turn them into future opportunities, and from here. The research problem arises.

Research Aims

A- Identifying the reality of crisis management at the University of Idlib from the point of view of administrators.
B- Detecting the differences between the averages of the answers of the research sample members regarding the assessment of the reality of crisis management at the University of Idlib from the point of view of administrators due to demographic variables (gender, academic qualification, age).

Research Hypothesis

The Main hypothesis: There are no statistically significant differences at the significance level 0.05 in evaluating the reality of crisis management at the University of Idlib from the point of view of administrators, it is attributed to demographic variables (gender, academic qualification, age).

H1: *There are no statistically significant differences at the significance level 0.05 in evaluating the reality of crisis management at the University of Idlib from the point of view of administrators, it is attributed to demographic variables (gender).*
H2: *There are no statistically significant differences at the significance level 0.05 in evaluating the reality of crisis management at the University of Idlib from the point of view of administrators, it is attributed to demographic variables (academic qualification).*
H3: *There are no statistically significant differences at the significance level 0.05 in evaluating the reality of crisis management at*

the University of Idlib from the point of view of administrators, it is attributed to demographic variables (age).

Research Community and Sample

The research community includes the administrative staff at the University of Idlib, who number (210) Administrative officers (University of Idlib, 2021). While the research sample was determined from the sample table (Krejci, Morgan,1970, p 610), the society whose size (210) single, its sample size is (136 single, has been excluded 36) Single because they did not respond to the Researcher.

Conceptual Model

This study is based on theoretical literature on the subject of crisis management, and uses a descriptive analytical approach by describing the phenomenon under study and explaining the relationship between the variables. The university is **the** unit of measurement, where the independent variable consists of demographic variables (**gender, educational** qualification, age), and the variable Follows the stages of crisis management (the stage before the crisis, stage during the crisis, the stage after the crisis). Figure (1): illustrates the concept of the study.

Independent Variable Dependent Variable

Figure 1: Research Model (Source Author).
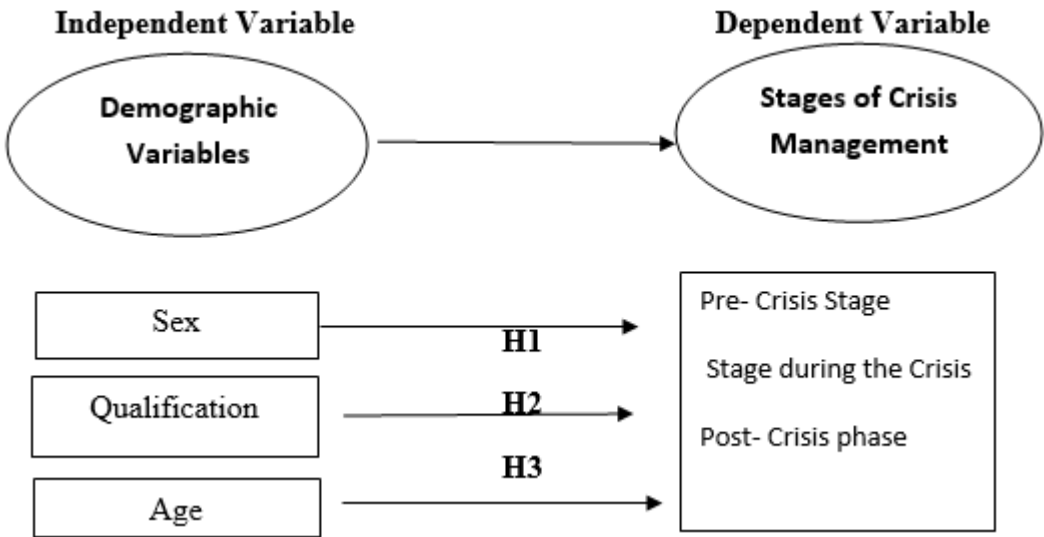
Literature Review

Crisis Concept

The term crisis has become a critical point faced by many systems, and it is not isolated from it, and its impact varies according to its strength and the extent of preparedness to confront it. Since this term has become widespread among the public and private, it is necessary to address its concept and clarify it, through what was presented by scholars and researchers specialized in this field (Al-Saeed, Samira,2020, p27).

Crisis is a language: Crisis in the Arabic language means hardship and drought. Crisis means distress and drought (Muhammad, 2020, p 273), but in the Chinese language, the crisis is defined as Wet-Ji. That is, risk and opportunity, which are two words, the first indicating danger, while the other indicates the opportunity

that can be invested (Faisal, 2014, p 42) The Oxford dictionary defines it as a turning point in the development of a disease, The development of life, or the development of history. The turning point is interpreted as a time characterized by difficulty, danger, anxiety about the future, and the necessity of making a specific decision (Al-Ghazi, 2022, p 26). And he knew her Mitroff. It is a state of disintegration that affects the system as a whole, and threatens its basic assumptions and the essence of its existence, The Crisis is defined in a dictionary Webster, It is a situation that represents a turning point for the worse or the better, and this situation faces countries, individuals, groups and organizations of all kinds.

Crisis as a term: There have been many definitions that address the concept of crisis, depending on the different fields and levels that researchers address when studying crises, as well as the many types of crises, their causes, and their different classifications. A set of definitions of crisis has been provided, including:

- That critical point and decisive moment at which the fate of its development is determined, either for the better or for the worse, life or death, war or peace, to find a solution to a problem or its explosion. It is every situation or matter, regardless of its subject, and its scope, and its owner or its parties cannot Put an end to its intensification and development for the worse (AL-mosada, 2012, p.22).

- As a result of the accumulation of many influences that pose a threat to the system and require dealing with them before, during and after the occurrence (Rakha, 2019, p. 563).

- A worrying, tense, and dangerous situation by all standards, and it has important effects on the social, economic, cultural, and media life of the academies. Therefore, the crisis, as an important variable, carries new data, calls for certain responses, and also requires certain practices (Al-Marri, 2014, p 55).

- Crisis from a social perspective: the cessation of organized and expected events, and the disruption of habits, which necessitates a rapid change to restore balance and form new, more appropriate habits.

-The crisis from a strategic perspective: A sudden, unexpected event or situation that threatens the ability of individuals or organizations to survive (Ziadah, 2012, p11).

- The crisis from a political perspective: A special type of fundamental change in the pattern of relations between the parties to a conflict, and this change is due to a change in the pattern of the flow of actions and mutual movements between the parties to the conflict.

- The crisis from a media perspective: A disabling situation represents an important turning point for the organization. The situation requires making a decisive change. This situation requires making a quick and decisive decision, as well as devising quick and good methods and activities to confront the new circumstances (Al-Rashidi, 2019, p. 29).

- Crisis from an economic perspective: a temporary economic situation that affects the achievement of national goals, arising from a global, regional, or internal economic situation, and requires all efforts to overcome it (Misk, 2011, p 14).

Causes of the Crisis

The reasons for the emergence of crises vary due to their different types, fields, and types. Some of them are beyond human abilities and are due to external causes. Some of them are related to the internal environment that is according to the will of the person and as a result of his interactions. Some of them are related to various fields of causes (individual, social, administrative) (Islam, 2007, p17). The following are various reasons for the emergence of crises:

Mis-understanding: It represents one of the reasons for the emergence of a crisis, and in such crises the solution is easy once the truth is clarified. Misunderstanding usually arises from two aspects, the first of

which is incomplete information, and the second of which is starting to make decisions, or judging matters before clarifying their truth (Abed, 2009, p15).

Misperception: Perception represents the stage of assimilating the information that has been obtained, and making an estimated judgment on matters through it, and thus it is considered one of the main stages of behavior. If this perception is incorrect, as a result of natural confusion, it consequently leads to a disconnection between the real performance of the administrative entity and the decisions made. Are taken, which constitutes pressure that could lead to the explosion of the crisis (Abdul Wahab, 2015, p 282).

Miscalculation and evaluation: Misjudgment and evaluation are among the most common causes of crises in all fields. Misjudgment and evaluation arise through two basic aspects: exaggeration and overconfidence, whether in oneself or in one's own ability to confront and overcome the other party, and misjudgment of the other party's strength, belittling it, and belittling it. And belittling his status (Abdul-Al, 2009, p19).

Randomized administration: It is figuratively called management, but it is not managed. Rather, it is a group of whims that is inconsistent with any scientific principles, and are characterized by (lack of recognition of planning, its importance and necessity for activity, lack of respect for the organizational structure, incompatible with the spirit of the times, lack of guidance for orders, data and information, and lack of coordination). Lack of follow-up or scientific preventive and therapeutic control.

Desire to blackmail: Pressure groups and interest groups use this method to reap unfair gains from the administrative entity, and their effective means of doing so is to create successive crises for the completely targeted administrative entity.

Conflicting goals: This may happen between the implementers of the decision and the decision maker in the administrative entity, subjecting this entity to the conflicting influences of the desires of each party and exposing it to collapse (the conflict of goals between the decision maker, the decision maker, the implementer and the beneficiary or beneficiaries, and the difference of visions between them may lead to the emergence of a crisis) (Talaish, 2010, p35)

Despair: Despair in itself is one of the psychological and behavioral crises that constitute an imminent danger to the decision-maker. Despair causes frustration as it results in the decision-maker losing the desire to develop and thus surrendering, which leads to a severance of the relationship between the individual and the administrative entity in which he works (Samaneh, Al-Khaddam, 2016, p 7).

Rumors: It is one of the most important sources of crises. In fact, many crises usually have their sole source as a rumor that was launched in a specific way and was used in a specific way. Thus, surrounding it with an aura of false and misleading data and information, and announcing it at a specific time, leads to the explosion of the crisis (Ahmed, 2013, p29).

Show of strength: This method is usually used by large or powerful entities (exercising power) and exploiting situations of superiority over others, either to gain new powers, or to gain weakness on the part of the other party, or for both reasons. It begins with a flash show to influence the scene of events, without being There is a calculation of the consequences, then a number of unexpected factors intervene and the crisis occurs, and then it worsens with the succession of events and the accumulation of results (Al-Deeb, 2012, P18).

Human errors: These mistakes are represented by the inefficiency of employees, the disappearance of motivation to work, the laxity of supervisors, the negligence of superiors, the neglect of monitoring and follow-up, the neglect of training, and the accumulation of results.

Planned crises: Some of the forces competing with the administrative entity work to track the paths of work of

this entity, and through tracking, the loopholes through which the crisis can be caused become clear to them.

Conflict of interest: Conflicts of interest are among the main reasons for the emergence of crises, whether at all levels, but rather at the level of economic and administrative units. If interest conflict between entities or individuals, the motive for the emergence of the crisis emerges, as each party works to create crises for the other party, and each of them will seek its continuation and intensification, and its pressure on the other side.

The Concept of Crisis Management

Crisis management aims to prepare to confront crises by predicting problems and crises, enabling management to control the situation, and maintaining the confidence of all concerned parties. There have been many definitions of crisis management, as Eliwa defined it as how to overcome crises using various scientific and administrative tools, and avoid their negative aspects, and benefit from its positive aspects (Shorfa, Botagan, 2018, p 26), and it is defined as the process through which the side effects of the crisis are controlled, attempted to contain them, and the reasons that led to their occurrence are known, and then policies and procedures are put in place that will prevent crises from recurring in the future (Balatrash, Fatima, 2020, p 60). Also defined as Determine a clear approach to dealing with the crisis when it occurs, relying on the institution's realistic capabilities in terms of the prevailing management style, the nature of the work, and the available human and material capabilities. Any error in estimation will lead to negative results (Al-Hajj, Nour El-Din, 2012, p13), and researcher Ismail Abdel Fattah defined it as an attempt to implement a set of innovative procedures, rules, and foundations, going beyond familiar organizational forms and recognized routine management methods, with the aim of controlling the crisis, controlling it, and directing it according to the state's interest, as Abu Qahf defined it as A group of administrative efforts made to confront or reduce the negative effects of the crisis (Al-Yahya, 2020, p6). crisis management was defined as administrative preparations to confront a potential or actual crisis through planning, organizing, and controlling all the variables that contribute to the occurrence of the crisis, and trying to control and direct it, to mitigate its effects, or overcome it. It was also defined as applying strategies designed to help an organization. A negative event occurs, suddenly as a result of an unpredictable event, or an unexpected result of some events that constituted a potential danger, this requires that decisions be taken quickly to limit the damage to the organization. while identifying a person to be the manager of the crisis if it occurs, Crisis management works to achieve two basic goals (Heikal, 2006, p23):

The first: working to prevent crises from occurring by eliminating their causes, or reducing the severity of their effects, by preparing the necessary measures, and using appropriate techniques and precautions.

Second: Designing an effective organizational model to confront the crisis when it occurs, reduce its effects, and work to restore balance and activity of the organization after the crisis ends.

It is necessary to differentiate between the term crisis management and crisis management which are based on fabricating crises and creating them out of nowhere as a means of covering up and camouflaging problems that actually exist and that the administrative entity is facing. Some call it "the science of crisis making" to control and control others. manufactured, crisis has specifications that even. It seems real, and until it bears fruit, its most important specifications are early preparation, setting up the crisis stage, distributing roles among the crisis-making forces, and choosing the appropriate timing for its detonation.

Stages of Crisis Management

The stages of crisis management are related to the changes that occur in the crises themselves, and

therefore these stages differ according to the type of crisis and the development of its movement. Some believe that crisis management goes through four stages: The warning stage, the crisis emergence stage, the crisis explosion stage, and the crisis meltdown stage. (AL-habsi, 2007, p. 35), while another researcher believes that crisis management goes through five stages: The stage of discovering early warning signals, the stage of preparedness and prevention, the stage of containing and reducing damage, the stage of restoring activity, and the education stage (Fared, 2008, p.175), and a third researcher believes that crisis management goes through three basic stages: the pre-crisis stage, the crisis stage, and the post-crisis stage (Makawi, and Abdul Ghaffar, 2008, p 68). Although researchers differ somewhat in dividing crisis management, they do not disagree that there are three basic stages of crisis management: (The pre-crisis stage, the crisis dealing stage, and the post-crisis stage. The crisis management process requires that the organization's management, the crisis management team, and its public relations body bear the responsibility of carrying out several basic tasks for crisis management, each of which is appropriate to the nature of each of the stages. With the specific procedures required at the appropriate time.

1-Pre-crisis stage Before crisis stage, this includes the following:
A- Drawing a communication plan for crisis possibilities.
B- Training to implement the plan by simulating crisis situations.
C- Establishing and supporting positive relations with current and potential allies, and working to identify opponents and competitors.
D- Building a good reputation for the institution.

This stage also requires (Gad Allah, 2007, p84):

A-Providing accurate information and data before the crisis occurs: The information and data obtained before the crisis represent a vital element in overcoming the barrier of surprise and the element of unexpectedness.
B-Developing alternative plans and planning has become an urgent necessity and an indispensable element. Indeed, it has become at the forefront of the administrative process, especially in light of unstable circumstances.
C-Forming crisis management committees and defining their competencies precisely, given the extreme importance of these committees to the course of the (crisis) situation.

2-Dealing stage with the crisis: Happening crisis stage This stage is considered the actual test of the pre-crisis stage with its various elements, that is, the more the preparation and preparation for the event is based on objective and fixed rules, the more the crisis situation will be dealt with positively, achieving optimal results, and managing the crisis at this stage. (Reaction), where the activities it includes are carried out after the crisis occurs, and containment occurs Harm and reduce it, at this stage, the administration is responsible for undertaking a set of actions:

A- Identify the problem and determine its dimensions.
B- Controlling communication procedures and means.
C- Activating the plan drawn up before, which adjusts it to keep pace with current conditions.
D-Establishing strong communication links with communications representatives, focusing on confirmed facts.

3-post-crisis stage After Crisis Stage: It is the final stage of controlling the crisis, and in that stage a kind of treatment of the effects of the crisis and its repercussions occurs. It also includes the evaluative process of the crisis and the stages of dealing with it, with the aim of benefiting as much as possible from those lessons and addressing them in the events that follow. This stage is considered a mirror. Which clearly reflects without additions the pros and cons. The first and second stages (Othman, 2004,

p117), and the administration carries out a set of procedures during this stage, which are:

A- Taking remedial measures to ensure that the crisis does not recur, and to reduce it.
B- Rebuilding the organization's reputation.
C- Constant readiness and provision of needs.
D- Achieving and continuing multiple communications.
E- Permanent and continuous presence at the site of the event.

Previous Studies

1-Study (Al-Madawi, Badawi,2021) entitled (Crisis management and its relationship to psychological stress among academic leaders at King Khalid University during the Coronavirus pandemic).

The study aimed to identify the level of crisis management and its relationship to psychological stress among academic leaders at King Khalid University during the Coronavirus pandemic, and to clarify the differences between the variables of crisis management and psychological stress among a sample of academic leaders according to the type of college, gender, years of experience, and administrative position. The study relied on the method descriptive and analytical, and the study sample consisted of (124) academic leaders. The study reached the level of crisis management (67%) for the dimensions (alleviation and preparedness, confrontation and response, rebalancing and construction, and continuous learning from the crisis), which is a moderate degree. There are differences between crisis management and psychological pressures among academic leaders due to the variable type of college, gender and experience. There were no differences in the administrative position variables.

2-Study (Abdul Rahman,2018) entitled (The reality of crisis management in Jordanian higher education institutions - a field study at Al-Balqa Applied University)

The study aimed to identify the reality of crisis management at Al-Balqa Applied University, and to find out the impact of each of the variables (gender, college, academic degree, and years of experience). The study sample consisting of (240) male and female faculty members were selected by a simple random method, and the data were analyzed through the Statistical Package for the Social Sciences (SPSS) program. The study found that the reality of crisis management at Al-Balqa Applied University was at an average level, with statistically significant differences between less than (5) years and (11) years and above, and the differences were in favor of (11) years and above.

3- A study (Ababneh and Ashour, 2017) entitled (The reality of crisis management in Jordanian public universities in northern Jordan)

The study aimed to identify the impact of demographic variables (gender, age, academic rank, college) on the reality of crisis management, which included (planning, information, communication, decision-making, team) in crisis management. The study found that there were average estimates of the reality of crisis management by faculty members, and the order of the dimensions was as follows: communications, then planning, then decision-making, then the crisis management team, and finally information. There was an effect of the college variable in favor of the humanities, and of the gender variable in favor of males. There was no effect of the rank variable. Academic faculty members in their perception of the reality of crisis management in universities.

4- A study (Salama, 2017) entitled (The reality of crisis management in the education sector in the city of Derna from the point of view of office managers)

The study aimed to identify the reality of crisis management in the education sector in the city of Derna from the point of view of office managers through the dimensions represented in (detecting early

warning signals, preparedness and prevention, containing damage, restoring activity, and learning). The study also sought to identify whether there are statistically significant differences between the study sample regarding the reality of crisis management in the sector according to some personal variables (gender, age, educational level, length of service). The study found that the general level of the reality of crisis management in the education sector in the city of Derna from the point of view of office managers was average, and that there were no significant differences with statistical significance in the averages of the reality of crisis management attributable to demographic variables, except for the age variable.

5- Study (Al-Yousifi, 2015) entitled (A proposed vision for crisis management in general secondary education schools in the Syrian Arab Republic in light of some international experiences)

The study aimed to identify the most important crises facing general secondary education schools in the Syrian Arab Republic, identify the reality of crisis management there, and proposals related to crisis management, and to envision a proposed crisis management in light of some of the experiences of Arab and international countries. The researcher used a descriptive analytical approach, and a sample was formed. Studies from (245 male and female principals, and 974 male and female teachers), were chosen from (1106) general secondary education schools by eight governors. The study found that the most common crises that general secondary education schools suffer from are the teachers' crisis in the first place, followed by the education financial crisis, then the students' crisis, then the local community crisis, then the examination's crisis, and finally the school crisis. There are statistically significant differences between the averages of the grades. Study sample members of general secondary education principals in Syria on the reality of the crises facing general secondary education due to the variety of scientific and educational qualifications in the interest of the holders of the highest degree, and to the variable of the number of years of experience in the interest of those with higher experience, and to the variety of job titles, and in the interest of principles. There are no differences. There is statistical significance between the average ratings of secondary education principals regarding the reality of crises due to the gender variable, with except for the two areas (crises related to students, crises related to teachers).

The Practical Side

Description of the characteristics of the research sample in terms of (gender, educational qualification, age).

Figure 2: Characteristics of The Research Sample in Terms of Gender.
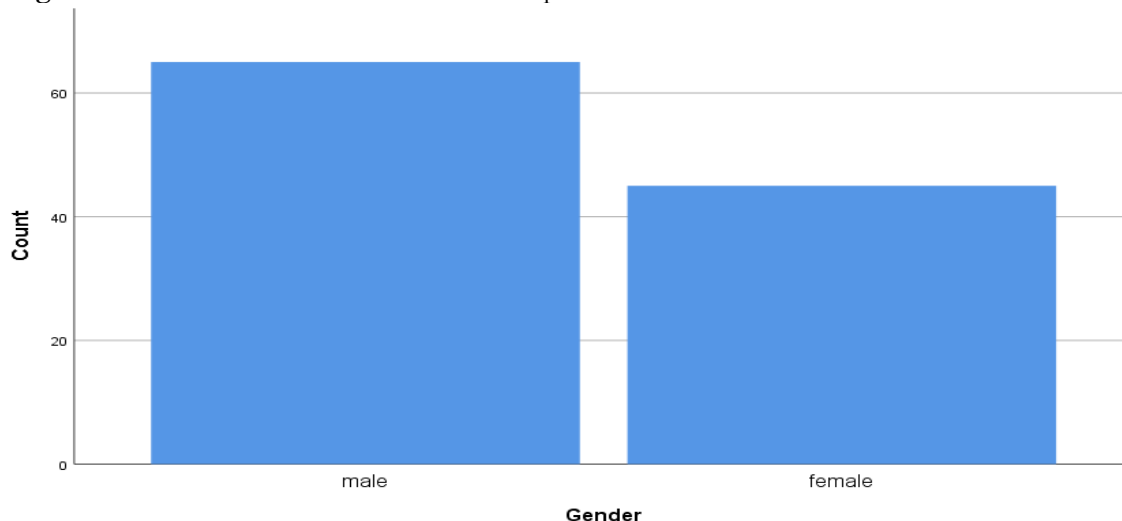
The figure shows (2): (56.5%) of the research sample are male, and (39.1) are female. The researcher explains this by saying that it is natural for the percentage of males to be higher than the percentage of females due to the nature of administrative jobs, which mostly require the employee to be male, such as (the Publications Directorate, the Purchases and Warehouses Directorate, and the Transportation Directorate).

Figure 3: Characteristics of the Research Sample In Terms of Academic Qualification.
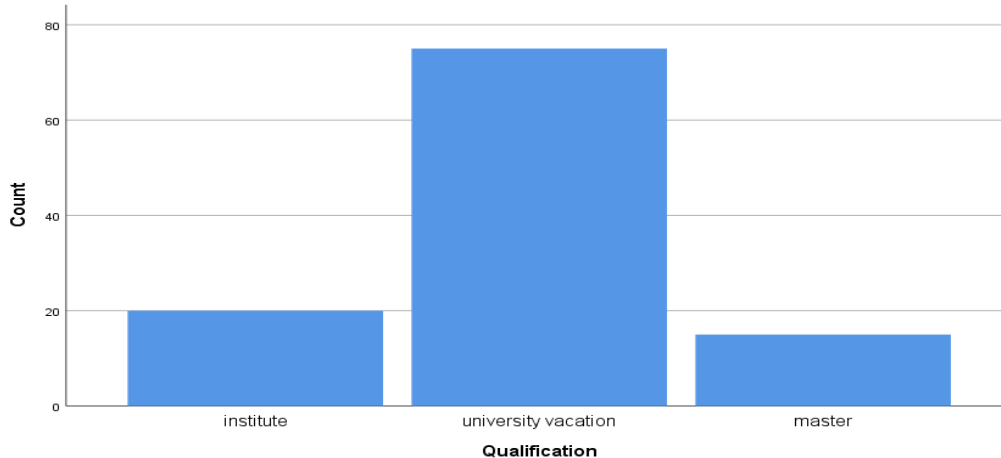
As The Figure Shows (3): The Highest percentage (65.2%) of the research sample were holders of a university degree, then (17.4%) were holders of institute certificates, and the lowest percentage (13%) were holders of a master's degree in various specializations. The researcher explains this is because the research is from the point of view of administrators who hold university and institute degrees, and the presence of a small percentage of master's degree holders in administrative positions is because they obtained a master's degree during their career work, and due to the lack of teaching vacancies in colleges, they were left in those administrative positions.

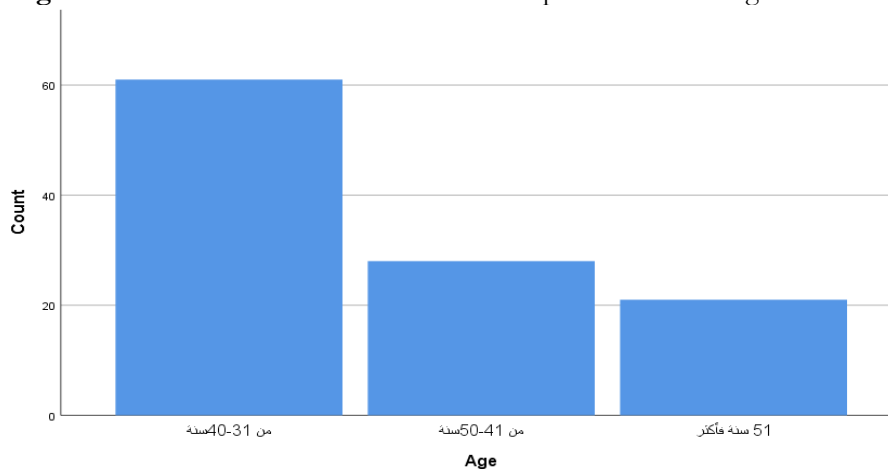**Figure 4**: Characteristics of The Research Sample in Terms of Age.

Figure (4) shows that the highest percentage (53%) of the research sample is between 31- 40 years old, and the lowest percentage (18.3%) is over 51 years old. The researcher explains that most of the administrative employees are university graduates, and it is normal for them to be over 30 years old while still holding jobs.

Search Tool

There are many scientific research tools that are used to collect data and information, and based on the nature of the data that is to be collected, and on the approach followed in the research, we find that the most appropriate tool is the questionnaire, which was prepared by the researcher after reviewing the literature related to the subject of crisis management, and previous studies, and then it was distributed electronically to the research sample (administrative employees). The questionnaire included 15 A paragraph to evaluate the reality of crisis management. The paragraph was (1) to (5) Measure the reality of crisis management before it occurred, and the paragraph from (6) to (10) measures the reality of crisis management during it occurrence, and the paragraph of (11) to (15) It measures the reality of crisis management after it occurs, and the researcher used a five-point Likert scale to answer each item, as it includes five options, which are (strongly disagree, reject, neutral, agree, strongly agree) and took the following values, respectively 1,2,3,4,5).

Validity of The Research Tool

What is meant by the validity of the tool is "to ensure that the statements contained in the study tool can lead to accurate data collection to ensure the integrity of the questionnaire paragraphs and their connection to the objectives of the study, and the extent of their ability to measure variables". Accordingly, the researcher verified the validity of the tool through the opinions of the arbitrators, so the researcher formulated the questionnaire paragraphs. In accordance with the theoretical aspect, and presented it to a group of arbitrators from the faculty members at the University of Idlib, to ensure the clarity of the phrases used, their ease of understanding, and their ability to achieve the objectives of the research, taking into account their observations and opinions, and amending and deleting what is necessary, and thus the questionnaire came out in its final image.

Stability of The Search Tool

To verify the internal consistency of the tool, the researcher calculated Cronbach's alpha coefficient, which amounted to (0.809), which indicates the high stability of the resolution.

Presentation and Discussion of Results

*Results related to the answer to the first question: Evaluating the reality of crisis management at the University of Idlib from the point of view of administrators.

To answer this question, the researcher calculated the arithmetic means and standard deviations for the dimensions of evaluating the reality of crisis management from the point of view of administrators, and this is shown in the Schedule (1).

Schedule (1): Arithmetic Means and Standard Deviations for The Dimensions of Assessing the Reality of Crisis Management.

Evaluation	standard deviation	SMA	Dimensions of evaluating the reality of crisis management.
Middle	0.809	3.47	The reality of crisis management before they occur.
High	0.680	4	The reality of managing crises during their occurrence.
High	0.473	3.92	The reality of crisis management after they occur.
Middle	**0.536**	**3.80**	**Dimensions of evaluating the reality of crisis management.**

Schedule (1): Shows The arithmetic averages of the research sample members' answers to the reality of crisis management came in at a moderate degree, with an arithmetic average equal to (3.80), and standard

deviation (0.536) the as for the averages of the dimensions of the reality of crisis management, respectively, the reality of crisis management during their occurrence, with an arithmetic mean equal to (4) and standard deviation (0.680), followed by the reality of crisis management after they occur, with an arithmetic mean equal to (3.92) and standard deviation (0.473). Finally, the reality of managing crises before they occur with an arithmetic average equal to (3.47) and standard deviation (0.809).

This result agreed with the study of (Al-Madawi, Badawi, 2021) and the study of (Abdul Rahman, 2018) and study (Safety, 2017) and the study of (Ababneh, Ashour, 2017), This study differed from the study of (Al-Yousifi, 2015).

Schedule (2): Arithmetic Means and Standard Deviations of The Sample Members' Responses to Paragraphs on The Reality of Crisis Management Before They Occur at The University of Idlib From The Point of View of Administrators.

The Number	Paragraphs	Sma	Standard Deviation	Evaluation
1	Plan, the university for crises likely its occurrence in Term near.	3.20	1.117	Middle
2	Put the university her scenario to deal with Crises.	3.43	1.184	Middle
3	Form the university a team specialized to manage Crises.	3.38	1.263	Middle
4	Training the university employees on how dealing with crises.	3.49	1.254	Middle
5	Get ready the university rooms operations especially managed by crises equipped by means connection	3.84	1.068	Middle
Evaluating the reality of crisis management before the crisis occurs		**3.47**	**0.809**	**Middle**

Schedule (2): shows that the arithmetic means and standard deviations of the answers of the research sample members to assess the reality of crisis management before the crisis occurred at the University of Idlib from the point of view of the administrators came to a moderate degree (3.47), with an arithmetic mean ranging between (3.20) and (3.84), where it was above the paragraph. "Get ready the university Rooms Operations especially Managed by Crises Equipped By means Connection" With an arithmetic mean (3.84), and a standard deviation (1.068), followed by the paragraph "training the university employees on How Dealing with Crises", With an arithmetic mean (3.49), and a standard deviation (1.254), the lowest arithmetic mean (3.20) was for the paragraph "Plan the university for crises Likely Its occurrence in Term near".

Schedule (3): Arithmetic Means and Standard Deviations of The Sample Members' Responses to Paragraphs on The Reality of Crisis Management Before They Occur At The University of Idlib From The Point of View of Administrators

The Number	Paragraphs	Sma	Standard Deviation	Evaluation
6	Run out the university plans that previously prepare it.	3.88	1.147	High
7	Follow up the university developments, the crisis in a way continuous.	4.18	0.719	High
8	Granted the university powers wide for individuals' trainers on dealing with crises.	3.91	1.032	High
9	Get up the university with a diagnosis the crisis in a way clear and accurate.	3.92	0.992	High
10	They confessed the university with crises, and it works on her treatment.	4.13	0.861	high
Evaluating the reality of crisis management during a crisis		**3.47**	**4**	**0.680**

Schedule (3): shows that the arithmetic means and standard deviations of the answers of the research

sample members to assess the reality of crisis management during the crisis at the University of Idlib from the point of view of administrators were high (4), with an arithmetic mean ranging between (3.88) and (4.18), where it was above the paragraph, Follow up "the university Developments, the crisis in a way continuous" With an arithmetic average (4.18), and a standard deviation (0.719), followed by the paragraph "they confessed the university With crises And it works on Her treatment" With an arithmetic mean (4.13), and a standard deviation (0.861), the lowest arithmetic mean (3.88) was for the paragraph "Run out the university Plans that Previously Prepare it".

Schedule (4): Arithmetic Means and Standard Deviations of The Sample Members' Responses to Paragraphs on The Reality of Crisis Management Before They Occur at The University of Idlib from The Point of View of Administrators.

The Number	Paragraphs	Sma	Standard Deviation	Evaluation
11	Get up the university evaluate procedures that it was completed take it to deal with the crisis	4	1	High
12	Decompose the university the crisis after its expiration.	3.96	0.811	High
13	Document the university the crisis with all Its stages.	3.86	1	Middle
14	The university submits the necessary proposals and recommendations to the competent authorities.	4.14	0.833	High
15	Keep the university with a base data around the crisis to be used in the future.	3.65	0.942	Middle
Evaluating the reality of crisis management after the crisis occurs		**3.47**	3.92	0.473

Schedule (4): shows that the arithmetic means and standard deviations of the answers of the research sample members to assess the reality of crisis management after the crisis occurred at the University of Idlib from the point of view of administrators were high (3.92), with an arithmetic mean ranging between (3.65) and (4.14), where it was above the paragraph "the university submits the Necessary Proposals And recommendations to the competent authorities". With an arithmetic average (4.14), and a standard deviation (0.833), followed by the paragraph "get up the university Evaluate procedures that was completed Take it to deal with the crisis" with an arithmetic mean of (4), and a standard deviation of (1), the lowest arithmetic mean (3.65) was in the paragraph. "Keep the university with a base Data around the crisis to be used in the future".

The researcher explains this is because the university administration did not care about the issue of crisis planning despite its importance in all areas of life, especially in light of the current and unstable circumstances. It waits for the crisis to occur, to identify its dimensions and causes, and then works to solve it according to the situation, that is, it follows situational management. More than crisis management.

*Results related to the answer to the second question: Are there statistically significant differences at the level of significance 0.05 Among the answers of members of the research sample about evaluating the reality of crisis management at the University of Idlib from the point of view of administrators are due to demographic variables (gender, academic qualification, age).

To answer this question, the researcher tested the hypothesis according to the demographic variables, so she conducted a test (T) for independent samples by gender, and Schedule (5) Test results for independent samples.

Schedule (5): Test Results Independent Samples by Gender.

Sex	The Number	SMA	Standard Deviation	T. Value	Probability Value	Statistical Significance
Male	65	3.78	0.550	0.095	0.759	Not statistically significant
Female	45	3.82	0.520			

Schedule (5): shows the average male responses to evaluate the reality of crisis management is equal to (3.78) with standard deviation (0.550), approximately equal to the average female responses (3.82) with standard deviation (0.520). Also, the result of the test (T), equal (0.095) to a probability value (0.759) is greater than the significance level 0.05 Not statistically significant. That is, there are no statistically significant differences at the significance level of 0.05 Among the answers of the research sample members about evaluating the reality of crisis management at the University of Idlib from the point of view of administrators, it is attributed to the gender variable. We therefore accept the null hypothesis and reject the alternative hypothesis.

The researcher explains the absence of the fact that administrative employees of both genders live the same reality and work within a unified work environment, so they had the same answers.

This result agreed with the study (Al-Yousifi, 2015), and disagreed with the study (Ababneh, Ashour, 2017).

To test the hypothesis according to the variety of academic qualifications and age, the researcher conducted a test levene. We explain this in the Schedule (6).

Schedule (6): Test Results Levene According to Academic Qualification and Age.

Variable	Value levene	Degrees of freedom	sig	Statistical significance
Qualification	3.031	2	0.052	Not statistically significant
the age	0.697	2	0.500	Not statistically significant

Schedule (6): shows that the probability value of the educational qualification variable, age equals, respectively, (0.500, 0.052) bigger (0.05) is not statistically significant, i.e., the variance is homogeneous, so the researcher performed the parametric test ANOVA as shown in Schedule (7).

Schedule (7): Test Results ANOVA According to Academic Qualification and Age.

Variable	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	Value F	Sig	Statistical Significance
qualification	Between groups	3.87	2	1.939	7.548	0.001	statistically significant
	Within groups	27.48	107	0.257			
	Total contrast	31.35	109				
The age	Between groups	0.498	2	0.249	0.863	0.425	Not statistically significant
	Within groups	30.861	107	0.288			
	Total contrast	31.359	109				

Schedule (7): shows the probability value of the academic qualification variable is equal to (0.001), the which is less than (0.05), which is considered statistically significant, and therefore, we conclude that there are statistically significant differences at the significance level (0.05), Among the answers of the

research sample members about evaluating the reality of crisis management at the University of Idlib from the point of view of administrators, It is attributed to the educational qualification variable, we therefore accept the alternative hypothesis and reject the null hypothesis.

The researcher explains that there are differences between the answers of the research sample members by saying that some administrative employees work in the university presidency, are close to the senior management, and are aware of the decisions it makes dealing with current or future crises, while others work in colleges and institutes that are far from the administration. Supreme.

This result agreed with the study (Al-Yousifi, 2015), and disagreed with the study (Ababneh, Ashour, 2017).

As the schedule shows (7): The probability value of the age variable is equal to (0.425) and it is greater than (0.05), which is considered not statistically significant, and therefore, we conclude that there are no statistically significant differences at the significance level (0.05). It Among the answers of the research sample members about evaluating the reality crisis management at the university of Idlib from the point of view of administrators, it is attributed to the age variable, we therefore accept the null hypothesis and reject the alternative hypothesis.

The researcher explains the lack of differences between the answers of the research sample members by saying that age does not affect their point of view, as reality is the same regardless of age.

This result differed from the study (Salama, 2017).

Conclusions

1-The evaluation of the reality of crisis management at the University of Idlib from the point of view of administrators was moderate.
2-The reality of crisis management was arranged in descending order the reality of crisis management during the crisis with an arithmetic mean (4) The reality of crisis management after the crisis with an arithmetic average (3.92) The reality of crisis management before the crisis (3.47).
3-There are no statistically significant differences at the significance level (0.05) Among the answers of the research sample members about evaluating the reality of crisis management at the University of Idlib from the point of view of administrators being due to the variable (gender, age).
4-There are statistically significant differences at the significance level (0.05) Among the answers of members of the research sample about evaluating the reality of crisis management at the University of Idlib from the point of view of administrators is due to the variety of academic qualifications.

Recommendations

The researcher recommends several things to the senior management in higher education institutions, including:

1- Follow up on the development taking place in developments crisis management in countries with the aim of being able to confront crises efficiently and effectively and using unconventional scientific methods.
2-Working to increase the skills of administrative leaders in the field of crisis management through specialized seminars and conferences.
3- Continuously updating information to be able to monitor all the signals that occur in the environment that can help predict the occurrence of crises.
4-Emphasizing the importance of having an effective early warning system.
5-The necessity of forming a crisis management team, so that the team is ready at any time to face crises.
6-The necessity of periodically evaluating and reviewing crisis management plans and testing them under conditions similar to crisis situations.
7-The necessity of providing a comprehensive database in the field of crisis management in higher

education institutions.

8-The necessity of establishing an independent administrative unit for planning senior management.

9-Forming planning committees of specialized and well-trained employees in the field of crises.

10-Teaching the crisis management course within the curricula of all colleges.

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