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The Effect of Information Anxiety on Managerial Decision-making

(An analytical study on sample from the managers of divisions and administrative units at the University of Mosul)

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تأثير القلق المعلوماتي على اتخاذ القرار الإداري

(دراسة تحليلية على عينة من مدراء الاقسام والوحدات الادارية في جامعة الموصل)

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جامعة الموصل

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Abstract:

The study Objective: identify informational anxiety and its components, study managerial administration at the University of Mosul, measure the impact of informational anxiety on managerial administration at the University of Mosul.

Methodology and design: The analytical descriptive approach was relied upon, and a questionnaire was designed and distributed to the directors of divisions and administrative units at the University of Mosul, and the data was analyzed using the SPSS and SMARTPLS programs.

Conclusion and result: The study reached the following results: Informational anxiety arises due to a group of components that would create a turbulent environment for administrative decision-making for managers of divisions and administrative units. There is a positive effect of informational anxiety on administrative decision-making at the University of Mosul, there is a positive effect of developing concepts in managerial administration at the University of Mosul, there is a positive effect of recognizing the need in managerial administration at the University of Mosul, there is a positive effect of finding information on managerial administration at the University of Mosul. conductor. There is a positive effect of evaluating information on managerial administration at the University of Mosul. There is a positive effect of access to information on administrative decision-making at the University of Mosul. There is a positive effect of using information in making administrative decisions at the University of Mosul

Recommendation: Develop strategic plans related to the entities responsible for collecting internal and external data and information, and work to secure their needs for competent human resources, equipment and appropriate material support.

Keywords: informational anxiety, managerial decision-making.

Introduction:

With the various developments taking place in administrative sciences, and their increasing connection with information and technology of numbers, new concepts have emerged, which have great importance at the level of various administrations around the world in general and in universities that have large cadres and a high number of students. In fact, the concept of information anxiety is modern and important nowadays, which is related to information in general, the method of obtaining and using it, its source and content...etc. Because of the big correlation between administrative decision and information available in various fields, informational anxiety has a great importance in the field of administrative work. So, without correct, fast and reliable

information, a correct administrative decision cannot be made. At the same time, administrative decisions that depend on wrong information will be wrong and have negative consequences for organizations. Hence, the importance of the study comes in focusing on the impact of informational anxiety on administrative decision-making in Iraqi universities.

Study Methodology:

First: The problem of the study:

Data sources, the way of their obtaining, and the speed of obtaining varied today. Reliable information remains the assistant in making a correct administrative decision. Accordingly, the main problem of the study can be formulated by the following question: Is there an effect of informational anxiety on administrative decision-making at the University of Mosul? A set of sub-problems are derived from the main problem as follows:

- What is the degree of impact of information anxiety represented in finding information on administrative decision-making at the University of Mosul.
- What is the degree of impact of information anxiety represented in evaluating information on administrative decision-making at the University of Mosul.
- What is the degree of impact of information anxiety represented in access to information on administrative decision-making at the University of Mosul.
- What is the degree of impact of information anxiety represented in the use of information in administrative decision-making at the University of Mosul.

Second: Objectives of the study:

The objectives of the study can be defined as follows:

- ❖ Studying managerial administration at the University of Mosul.
- ❖ Measuring the impact of informational anxiety on managerial administration at the University of Mosul.

- ❖ Achieving a set of results and recommendations that could contribute to improving the methods of managerial administration basing on its relationship with informational anxiety in Iraqi universities.

Third: Importance of the study:

The importance of the study can be scientifically determined, as it is one of the few studies that focused on the relationship between information anxiety on managerial decision-making of divisions and administrative units at the University of Mosul. It is one of the rare studies that dealt with the two variables in Iraqi universities. The practical importance of the study also lies in its focus on Iraqi universities, and illustrating the way of measuring the components of information anxiety on and their effect on the managerial decision-making .

Fourth: Study Methodology:

The descriptive analytical method was used in the study, which is an appropriate approach to give a clear image about the problem of the study. In addition, it helps understand the study by clarifying and explaining the relationship among its variables.

Fifth: Study Tool:

The study tool was designed in three parts. The first part included the demographic information of the study sample members related to the topic. The second part included the dimensions of the informational anxiety variable, which is (developing concepts, realizing the need, finding data, estimating information, editing information, expending information). The third part included the dimensions of the administrative decision-making variable, namely (the abundance of information, the skill of decision-makers). However, the questionnaire items were designed depending on fivefold Likert model.

Sixth: Statistical methods:

The appropriate analysis method is mainly based on the type of data to be analyzed. The statistical package (SPSS) and structural equations modeling basing on small molecular squares were used. Also, the ready-made software (SmartPLS) was adopted to analyze the collected data to achieve the objectives of the study and test hypotheses. So, the following test methods were used:

- The validity and reliability test of the study tool.
- t-test and mono-variance analysis.
- Path analysis to find the impact level and test hypotheses.

Seventh: Study Limits:

The spatial limits of the study were represented by the directors of the divisions and administrative units at the University of Mosul. The temporal limits is represented by the year 2022(12/March), the year of designing the questionnaire and distributing it to the study sample. The study limits were limited in the two variables: informational anxiety and administrative decision-making. Since the community is specific and heterogeneous, the class sample was chosen in the distribution of the questionnaire.

Eighth: Study community and sample:

The study community is represented by the divisions and administrative units at the University of Mosul. The helpful sample was relied upon in collecting the data. A questionnaire was distributed to 95, and data was entered into the SPSS programme for analysis and hypotheses testing.

Ninth: The difference of the current study from previous studies:

Many previous studies concerned with the topic of information anxiety (Girard etal, 2008), (Dean, 2015), and data collection science indicated the existence of a correlation between the information anxiety variable with its various dimensions in various fields of administrative sciences (planning, organization, analysis, strategies, decision-making).), in many

industrial and service business organizations around the world. Rather, it has become necessary to focus on providing and coordinating data, sources and information, and providing the various administrative bodies in business organizations to facilitate the development of plans and decision-making processes (Hartog, 2017). Hence the role of the current study in linking two important variables, namely, informational anxiety and administrative decision-making in Iraqi universities because of the importance of the subject on the one hand, in addition to the scarcity of studies in this direction and the need of universities for it on the other hand.

Information anxiety:

Information anxiety concept:

The idea of cognitive or informational anxiety and its impact on individuals and organizations has been studied long ago. This challenge may be first mentioned in Sir Francis Bacon's book, titled "Advances in Learning"

Informational anxiety is related to technological anxiety and library anxiety. It is clearly concerned with the content of knowledge (information) rather than with its means of delivery (computers or technology) or its appropriate place (library). The concept of informational anxiety is a distinctive entity that is different from the notion of popular studies of information burden. Information anxiety is not a fantasy but a reality. (Dale, 2001)

Defining the concept of informational anxiety remains difficult because it is studied and followed through different titles and under different headings. Depending on the context, most researchers use the words 'knowledge', 'information', 'types', 'things', or even 'fact itself'. These terms have made defining informational anxiety more difficult. Should it be measured tangibly, such as the number of written texts, or is it determined more precisely by a more abstract scale such as ideas and facts?

Informational anxiety is defined as: “a kind of astonishment, a feeling that we cannot maintain, or read quickly enough. It does not know how to put the required information, or does not have the time to sort out or think about all the data surrounding us” (Girard etal, 2008).

Informational anxiety is also defined as: "a condition resulting from the large gap between what we understand or what we think we have understood. It is the black hole between data and information, which occurs when information does not tell us what we want or need to know. (Wurman, 2001)

Information anxiety is a broad concept that transcends the boundaries of the library and searching for information. The terms "information anxiety" and "the anxiety of searching for information" appeared in the field of libraries and information sciences, while the term "informational anxiety" came from the concept of computer science. (Burkhardt, 2010)

Second: Dimensions and components of informational anxiety:

Informational anxiety consists of six dimensions or components, which are as follows:

- **The task of setting concepts:** with understanding the task of information. It is the basis for the development of information needs. If the university lacks the task of setting concepts and fails to define the task, this may lead to poor awareness of the required information that stimulates the process of searching for information. The task of conceptualization is the first component of the informational anxiety framework, and it must be characterized by clarity. (Allison,2008)
- **Realizing the need:** which is concerned with realizing the required real information that will be the general idea wanted to be known. That is, an accurate and logical description of specific questions about the task that require answers. Administrators sometimes fail to recognize the wanted information. Their abilities may vary in accuracy and their awareness of the required information. They may also feel that they are unable to accurately determine their required information about the research terms and keywords that enable them to find the required information. (Allison,2008)

- **Finding Information:** There are many ways for information to be found by administrators by using different strategies from several information sources in different contexts. Many activities are integrated by this component, such as discussion about all possible sources of information, choosing the best, developing strategies, searching or browsing, confronting the huge amount of information, defining, selecting, and locating the required information sources. (Linden, 2002)
- **Information assessment:** It concerned with the difficulties faced by administrators in determining the relevance, credibility, validity, accuracy, decisiveness, reliability, appropriate timeliness, and information bias and its sources. The inability of administrators to evaluate information is also one of the main factors that cause informational anxiety. (Dean,2015)
- **Access to information:** This component also causes information anxiety for researchers. Even if the information seeker has the ability to define the required information, it is not necessary to have the key to access it. The issue of access or lack of access to the required information causes anxiety for information users. (Dean,2015)
- **Use of information:** It is another component of informational anxiety. It concerns with the physical and mental activities of administrators to make the information and their existing knowledge more integrated in order to make right decisions. Information is interpreted and made use of differently by specialists.

Third: Informational Anxiety Reasons:

There are many causes and effects of informational anxiety. Fox describes four contributing factors: First, the acceleration of the volume and speed of information publication. Second, our culture and training do not prepare us to deal with this huge amount of information. Third, most innovative systems of managing time and organizing and storing information and resources are not suitable for individuals. Fourth, deep-rooted values, habits, and attitudes, which have always been useful and desirable, often stand as an obstacle in the way of learning to overcome new realities.

(Hartog, 2017)

The causes of information anxiety can be as follows:

- Stored information, redundant information.
- Information that is not indexed.
- Ineffective search procedures (Eley, 2008)

Fourth: The concept of administrative decision and its importance in universities:

The administrative decision has a great importance in the administrative work, as it is the essence of the administrative work itself. The administration, its public facilities and the executive authority will not be able to operate or manage various affairs or do their task without the administrative decision. This decision is considered the most important element of the administrative process and the core of officials' work in different governments.

An administrative decision is defined as “a legal action issued by a specialized administrative authority. That is, administrative decisions are actions issued by political, legislative and judicial authorities that are not considered administrative decisions according to the prevailing organic standard currently in the positive law as a general asset.

The administrative decision can also be defined as: "the administration’s declaration of its binding as it has the authority under laws and regulations in order to establish or amend a legal center, whenever it is possible or permissible. Its aim is to achieve the public good." (Drucker, 1967)

Administrative decisions can be categorized depending on several grounds. According to administrative activities, it can be classified into planning, implementation and control decisions. Concerning the planning decisions, they are divided into tactical decisions and strategic decisions. While according to the possibility of structuring the problem, which the decision is made for, they are divided into semi-structural decisions and non-structural decisions. (Ifijeh, 2010)

Management decisions are an essential task of the leader (Simon). Its importance appeared in the modern administrative thought due to its association with all management functions, such as planning, organizing, hiring, directing and following up. Therefore, the success, quality and effectiveness of the decisions issued by the leader leads to the organization's success. (Sprague, 1993)

Peter Drucker (Drucker, 1954), one of the pioneers of administrative thought, considered that decision effectiveness is one of the important elements of administrative effectiveness, as he described it in various forms, including: effectiveness in decision-making, effectiveness of communication, and effectiveness of time management, and others.

Fifth: Dimensions of administrative decision-making:

The dimensions of administrative decision-making can be defined as follows: (Dietrich, 2010) (Sezer, 2016)

- **Abundance of information:** it means the information of the decision-making process. Without clear and reliable information, a sound administrative decision cannot be made. Most studies have demonstrated the importance of providing information and collecting it from various internal and external sources in order to analyze it and provide the decision maker with analytical results for making the right decision. .
- **Decision makers' skill:** In fact, the availability of reliable and analyzed information and data is not enough to make a sound administrative decision. On the other hand, the decision maker must have skills and capabilities that enable him to understand and analyze information and choose among alternatives to make the right decision.

Sixth: Factors affecting the administrative decision in universities.

There are many factors affecting decision-making in various organizations. In order to be right in his decisions, the administrative leader should not be satisfied with information and data, but he must have an insight for matters so that he can control the factors affecting his decision.

These factors, sometimes, lead to complex problems, so administrative leaders are expected to be able to solve intractable problems. In fact, there are a number of factors affecting decision-making and its formulation. The most important of which are the personal factors related to the manager's person such as his intelligence, values, and upbringing, as well as the human nature factors. Furthermore, the factors related to the organization and the external environment in general. (Erfanmanesh,2014)

These factors can be mentioned as follows: (Girard, 2008)

1. Personal factors: Such as values, beliefs, orientations, and the degree of openness to others.
2. Regulatory factors: Such as the commitment to the laws and general policies of the state and the ministry to which the institution is affiliated, and the extent of the higher authorities' approval on the decision.
3. Human factors: Which lead the decision-maker to the right decision. It may stem from him or from others who assist him in the decision-making process, such as assistants, advisors, or stakeholders involving in the decision.
4. Environmental and social factors: These factors as well as their management thought.

Analytical framework of the study:

First: The validity and reliability of the study tool:

The questionnaire was designed in order to measure the study variables and dimensions and the impact between the independent and dependent variables. However, to confirm the validity of the questionnaire, the questionnaire was judged by a number of specialists. So, some questions were merged and others were deleted before distributing the questionnaire to the study sample. Moreover, the Alpha Cronbach test was conducted in order to know the degree of internal consistency and stability between the questions. The test result was as follows:

Table (2) Measuring the internal consistency and stability of the questionnaire questions

Reliability Statistics

Cronbach's Alpha	N of Items
.896	36

Source: prepared by the researcher depending on SPSS program

This means that if the questionnaire, with its different indicators, is distributed to another sample including university who are not the study sample at different times, there is a 89% probability of obtaining the results that have been reached.

The fivefold Likert scale was adopted in answering the questions directed to the study sample as follows:

Strongly agree	agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

The arithmetic mean of the Likert scale is 1+2+3+4+5=15/5=3, which is the value by which the arithmetic mean is compared for each question.

The criteria for judging average responses according to Likert scale:

Category length = (highest response score – lowest response score)/number of response categories

Category length = (5-1) /5 = 0.8

Accordingly, the closed tab was used, and the following fields were identified:

Table(2) fivefold Likert Scale of answers

field	Degree of agreement	Relative importance
1.8-1	**Very weak**	36-20
2.60-1.81	**Weak**	52-36.1
3.40-2.61	**moderate**	68-52.1
4.20-3.41	**Strong**	84-68.1
5-4.21	**Very strong**	84.1-100

Source: assembling by the researcher depending on (Asaad, 2016)

If the arithmetic mean value of the question or expression lies within the range (1-1.8), it corresponds to the "very weak" answer. While if it is within the range (1.81-2.60), it corresponds to the "weak" answer. If it is within the range (3.40-2.61) it corresponds to the " moderate " answer. If it is within the range (3.41-4.20) it corresponds to the "strong" answer. Finally, if it is within the range (4.21-5) it corresponds to the "very strong" answer.

Second: The model and hypotheses of the study:

The study model shown in Figure (1) was designed depending on the relative study variables, literatures and reference. It includes the impact of informational anxiety on administrative decision-making in Iraqi universities. The following figure illustrates the study model:

The study model was designed in accordance with the title of the approved research and the variables (independent, dependent) and their dimensions, which were arbitrated in the department by specialists, and accordingly a model was designed that represents the two variables and their dimensions, and expresses the problem of the study and the hypotheses that were set to prove it, even if hypotheses or problems are set different, the design of the questionnaire would differ accordingly.

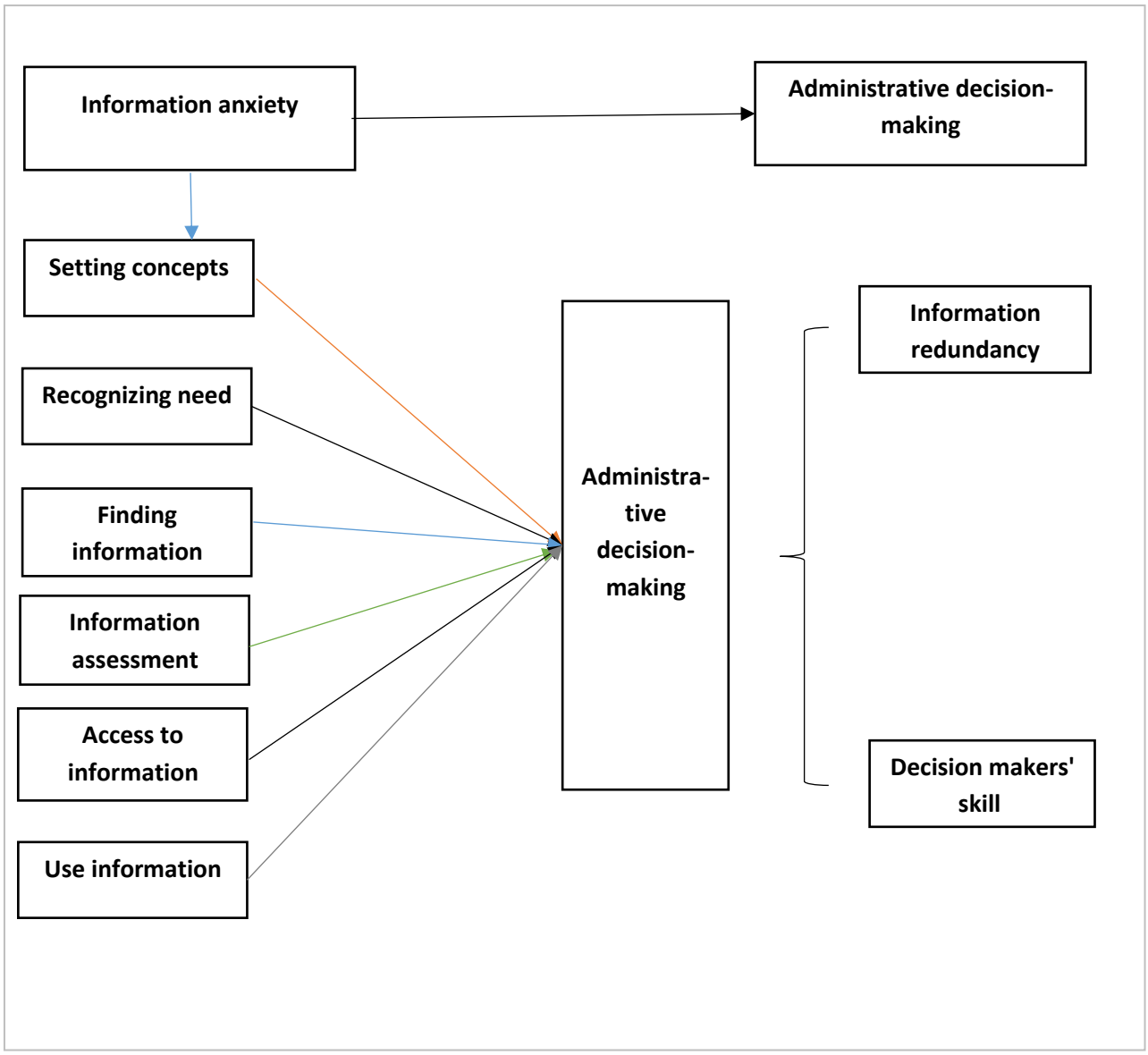

Figure (1) Study Model

Basing on the study model, the following hypotheses can be developed:

H01: There is an impact of informational anxiety on administrative decision-making at the University of Mosul.

H02: There is an impact of conceptualization on administrative decision-making at the University of Mosul..

H03: There is an effect of realizing the need on administrative decision-making at the University of Mosul..

H04: There is an effect of finding information on administrative decision-making at the University of Mosul.

H05: There is an impact of information assessment on administrative decision-making at the University of Mosul.

H06: There is an impact of access to information on administrative decision-making at the University of Mosul.

H07: There is an effect of using information on administrative decision-making at the University of Mosul.

Second: Analyzing the demographic characteristics of the study population

Table (3) Features and demographic characteristics of the study sample

Gender							
Female				**Male**			
%		Number		%		Number	
27.36		26		72.63		69	
Study level							
Postgraduate		**University**		**High school**		**Middle school**	
%	Number	%	Number	%	Number	%	Number
9.47	9	74.74	71	13.68	13	2.11	2

Source: Prepared by the researcher depending on SPSS.

Table (3) includes the demographic analysis of the study sample as follows:

- Regarding gender, the number of males was greater than the number of females, due to the response of males in filling in the questionnaire about females. While many females refused to do that.
- Regarding the academic level, all educational categories were used in distribution, and the university graduates' opinions were more focused on, with 74.74% of the study sample. While 13.68% were distributed to holders of high school certificates, and 2% to holders of intermediate school certificates and a rate of 9.47 for of postgraduates.

Analyzing and discussing the results:

To test the validity of the hypotheses and analyze the data of the study the Smart PLS program of modeling structural equations by small squares is used. It is a methodology based on an algorithm to estimate

the specific model, as it uses two models (internal and external models) simultaneously when performing the assessment process. (Aisha, Atiq, Siti, and Al-Ajal, 2016)

In order to ensure the suitability of the study model according to the pls smart program, three basic steps must be followed:

1- The quality and conformity of the measurement model must be confirmed.
2- The quality of the structural model must also be confirmed.
3- The significance of the structural paths of the study model must be tested.

For measuring the quality and conformity of the measurement model, this can be done by using the following indicators: Cronbach's alpha coefficient, composite reliability, the explained average variance (AVE), and the validity of the differentiation (Atallah and Ben Habib, 2021).

Table No. (4): Measuring the degree of reliability and validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Evaluate information	0.802	0.787	0.884	0.671
informational anxiety	1.000	1.000	1.000	1.000
Access to information	0.779	0.859	0.877	0.714
Conceptualization	0.707	0.714	0.843	0.648
Decision makers skill	0.835	0.872	0.872	0.691
Finding information	0.823	0.837	0.881	0.649
Realizing the need	0.865	0.909	0.916	0.742
Use of information	0.700	0.760	0.841	0.654
managerial decision making	1.000	1.000	1.000	1.000

Source: Prepared by the researcher depending on SMARTPLS.

The previous table shows that the value of Cronbach's alpha coefficient for all study variables exceeds 0.6, and the value of cognitive reliability for all study variables exceeds 0.7, and the AVE values for all study variables exceed the required minimum of 0.5. Therefore, all indicators of quality and model conformity have been achieved for all study dimensions.

Table No. (5): Measuring the validity of the differentiation of the study variables

	Evaluate information	informational anxiety	Access to information	Conceptualization	Decision makers skill	Finding information	Realizing the need	Use of information	managerial decision making
Evaluate information	0.819								
informational anxiety	0.713	1.000							
Access to information	0.411	0.647	0.845						
Conceptualization	0.250	0.617	0.277	0.805					
Decision makers skill	0.135	0.527	0.462	0.420	0.625				
Finding information	0.743	0.809	0.249	0.333	0.277	0.806			
Realizing the need	0.424	0.808	0.349	0.501	0.503	0.804	0.861		
Use of information	0.128	0.556	0.363	0.227	0.458	0.267	0.371	0.809	
managerial decision making	0.160	0.566	0.480	0.423	0.991	0.315	0.542	0.500	1.000

Source: Prepared by the researcher depending on SMARTPLS.

The previous table shows that all the variables of the study are distinctive from each other and there is no intersection between them. This means that each variable expresses itself and has no relationship with the other variables. That is, the square root of AVE for any latent variable is greater than the value of its association with the remaining variables.

Table No. (6): Saturation of the paragraphs on the latent variables

	Evaluate infor	informational anxiety	Access to information	Conceptualization	Decision makers skill	Finding information	Realizing the need	Use of information	managerial decision making

	matio n								
IA		1.000							
MDM									1.000
ai1			0.961						
ai2			0.943						
ai3			0.574						
ain1					0.456				
ain2					0.405				
ain3					0.822				
ain4					0.782				
ain5					0.822				
ain6					0.825				
c1				0.894					
c2				0.879					
c3				0.609					
dms1					0.730				
dms2					0.746				
dms3					0.764				
dms4					0.092				
dms5					0.468				
dms6					0.435				
ei1	0.915								
ei2	0.906								
ei3	0.921								
ei4	0.422								
fi1						0.854			
fi2						0.838			
fi3						0.760			
fi4						0.767			
rn1							0.517		
rn2							0.936		
rn3							0.959		
rn4							0.952		
ui1								0.491	
ui2								0.953	
ui3								0.902	

Source: Prepared by the researcher depending on SMARTPLS.

The previous table shows that most study items have a high level of saturation on the latent variables, and the correlation of these items with the latent variables exceeds the required limit of 0.70, and the saturation values indicate to a high correlation for most of the study items that exceeds 0.90.

While each of these items:

dms5 & dms6 The amount of saturation was less than 0.70, reaching (0.468 & 0.435)

ei4 (0.422)

rn1 (0.517)

ui1 (0.491)

It was necessary to delete it because of its impact on the rest of the paragraphs in the study.

Table(7) structural model quality assessment

	R Square	R Square Adjusted	Q^2 (=1-SSE/SSO)
informational anxiety	0.991	0.991	0.964
managerial decision making	0.984	0.984	0.963

Source: Prepared by the researcher depending on SMARTPLS.

Table No. (5) shows that the R^2 value of study dimensions is very high, exceeding the value of 0.70, which means that the study's model is strong and able to predict the impact degree of independent study variables on the dependent variable. Concerning the value of Q^2, it is intangible and acceptable because it is greater than 0, and this indicates to the predication ability of the latent variables.

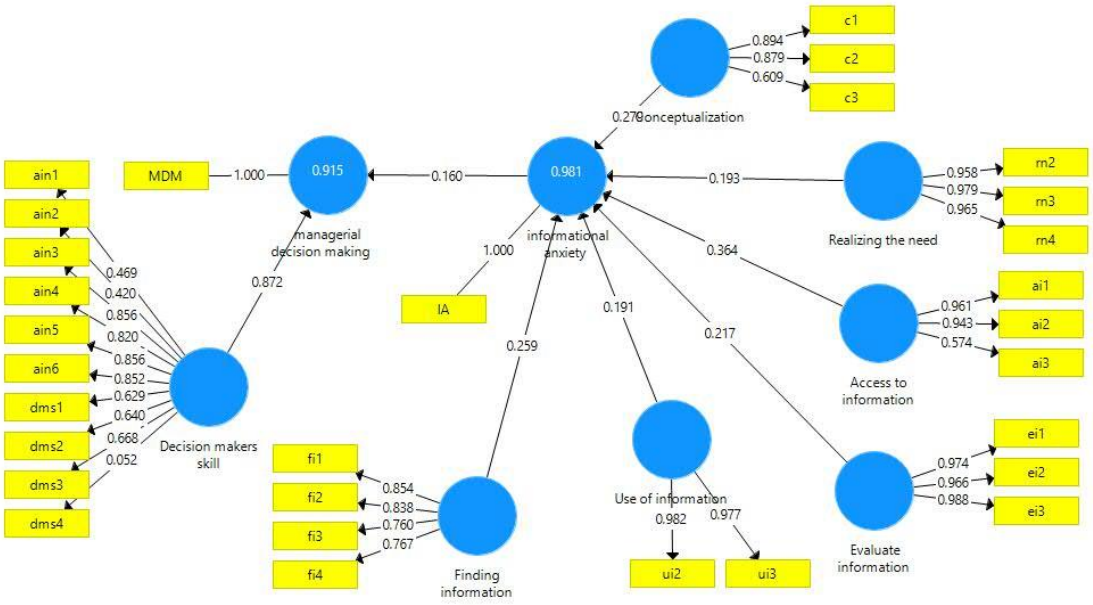

Figure No. (1): Study variables model

The figure shows the presence of the latent variables forming the study and a set of questions that were asked through the questionnaire.

Hypothesis testing:

Depending on the study model, the following hypotheses will be tested:

Table(8) Hypothesis testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
informational anxiety -> managerial decision making	0.160	0.158	0.049	3.273	**0.001**
Conceptualization -> managerial decision making	0.045	0.045	0.015	2.898	**0.004**
Realizing the need -> managerial decision making	0.031	0.031	0.013	2.357	**0.019**
Finding information -> managerial decision making	0.041	0.041	0.016	2.561	**0.011**
Evaluate information -> managerial decision making	0.035	0.034	0.013	2.682	**0.008**
Access to information -> managerial decision making	0.058	0.058	0.019	3.028	**0.003**
Use of information -> managerial decision making	0.031	0.030	0.012	2.652	**0.008**

Source: Prepared by the researcher depending on SMARTPLS.

The previous hypothesis testing table and the previous figure both show the acceptance or rejection of the hypotheses as follows:

H01: There is a negative impact of informational anxiety on administrative decision-making at the University of Mosul.

It is clear from the previous table: The value of effect factor = 0.160 , which means that there is an accepted and positive correlation between the two variables, and the probability value P(Sig) = 0.0010< α=0.05, therefore the correlation is significant.
Since the value of P is less than the significance level α = 0.05, so we reject the H01 hypothesis and accept the alternative hypothesis: there is a positive effect of informational anxiety on administrative decision-making at the University of Mosul.

H02: There is a negative impact of developing concepts on administrative decision-making at the University of Mosul.
It is clear from the previous table: The value of effect factor = 0.045 , which means that there is an accepted and positive correlation between the two variables, and the probability value P(Sig) = 0.0040< α=0.05, therefore the correlation is significant.
Since the value of P is less than the significance level α = 0.05, so we reject the H02 hypothesis and accept the alternative hypothesis: there is a positive effect of conceptualization on administrative decision-making at the University of Mosul.

H03: There is a negative impact of realizing the need on administrative decision-making at the University of Mosul.

It is clear from the previous table: The value of effect factor = 0.031 , which means that there is an accepted and positive correlation between the two variables, and the probability value P(Sig) = 0.0190< α=0.05, therefore the correlation is significant.
Since the value of P is less than the significance level α = 0.05, so we reject the H03 hypothesis and accept the alternative hypothesis: there is a positive effect of realizing the need on administrative decision-making at the University of Mosul.

H04: There is a negative impact of finding information on administrative decision-making at the University of Mosul.

It is clear from the previous table: The value of effect factor = 0.041 , which means that there is an accepted and positive correlation between the two variables, and the probability value P(Sig) = 0.0110< α=0.05, therefore the correlation is significant.
Since the value of P is less than the significance level α = 0.05, so we reject the H04 hypothesis and accept the alternative hypothesis: there is a positive effect of finding information on administrative decision-making at the University of Mosul.

H05: There is a negative impact of information assessment on administrative decision-making at the University of Mosul.

It is clear from the previous table: The value of effect factor = 0.035 , which means that there is an accepted and positive correlation between the two variables, and the probability value P(Sig) = 0.0080< α=0.05, therefore the correlation is significant.
Since the value of P is less than the significance level α = 0.05, so we reject the H05 hypothesis and accept the alternative hypothesis: there is a positive effect of evaluating information on administrative decision-making at the University of Mosul.

H06: There is a negative impact of access to information on administrative decision-making at the University of Mosul.

It is clear from the previous table: The value of effect factor = 0.058 , which means that there is an accepted and positive correlation between the two variables, and the probability value P(Sig) = 0.0030< α=0.05, therefore the correlation is significant.
Since the value of P is less than the significance level α = 0.05, so we reject the H06 hypothesis and accept the alternative hypothesis: there is a positive effect of access to information on administrative decision-making at the University of Mosul

H07: There is a negative impact of the use of information on administrative decision-making at the University of Mosul.

It is clear from the previous table: The value of effect factor = 0.031 , which means that there is an accepted and positive correlation between the two variables, and the probability value P(Sig) = 0.0080< α=0.05, therefore the correlation is significant.
Since the value of P is less than the significance level α = 0.05, so we reject the H07 hypothesis and accept the alternative hypothesis: there is a positive effect of using information on making administrative decisions at the University of Mosul.

Conclusion and Results:

The issue of information anxiety is one of the important topics that must be focused on by the Iraqi university administrations, as it was found through the current study that there is a positive impact of the seven dimensions of information anxiety in the administrative decision-making process at the University of Mosul. These results confirm the importance of increasing interest in data science and work It is secured from a variety of sources and the availability of specialized cadres in this field, since all administrative tasks, including the effective decision-making process, depend on the availability of data.

- The administrative decision-making process is a complex process that includes a set of steps which can make decision in a sound environment, especially in the administrative community of university. This needs a specific functional structure because it is related to the working human resources and students who are the outputs of this process.
- Informational anxiety arises due to a group of components that would create a turbulent environment for administrative decision-making of the managers of divisions and administrative units.
- There is a positive effect of informational anxiety on administrative decision-making at the University of Mosul
- There is a positive effect of developing concepts on administrative decision-making at the University of Mosul

- ❖ There is a positive effect of realizing the need on administrative decision-making at the University of Mosul
- ❖ There is a positive effect of finding information on administrative decision-making at the University of Mosul
- ❖ There is a positive effect of evaluating information on administrative decision-making at the University of Mosul
- ❖ There is a positive effect of access to information on administrative decision-making at the University of Mosul
- ❖ There is a positive effect of using information on making administrative decisions at the University of Mosul

Recommendations:

- Availability of support from senior departments in the organization working on the interest in collecting data, securing what is missing from it and verifying its sources, because of the importance of the data and its direct impact on the administrative decision-making process.
- Relying on management information and information systems in business organizations with regard to interest in data, its sources, analysis and benefit from feedback.
- Relying on modern methods of evaluating the data and information obtained, in addition to focusing on the importance of having a department specialized in collecting data and ensuring its validity, providing administrative authorities with appropriate data and information to take appropriate decisions.
- Develop strategic plans related to the entities responsible for collecting internal and external data and information, and work to secure their needs for competent human resources, equipment and appropriate material support.

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