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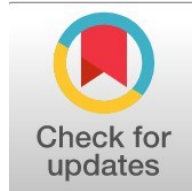
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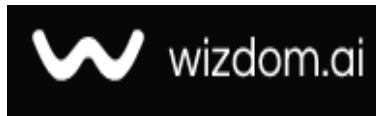
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Challenges of Managing Organizational Change and Ways to Address them for a Sample of Employees of the Iraqi Ministry of Education

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Abstract

General Background: Government institutions increasingly undertake structural and administrative reforms to improve performance and service quality, but implementation is often constrained by administrative, human, financial, and situational barriers. **Specific Background:** The Iraqi Ministry of Education operates through multiple administrative levels and extensive human resources, making adaptation to digital, organizational, and knowledge-based transformations complex. **Knowledge Gap:** Limited empirical evidence identifies the main difficulties experienced by ministry employees during the implementation of institutional reforms in the Iraqi public education sector. **Aims:** This study identifies the key barriers encountered by employees at the Iraqi Ministry of Education headquarters and proposes practical measures to address them. **Results:** A descriptive analytical design was applied to questionnaire responses from 195 employees. The instrument included four dimensions: administrative and organizational, human and professional, financial, and situational barriers. Data were analyzed using SPSS 28 and Microsoft Excel. Situational barriers ranked highest, with reliance on traditional methods during crises (mean = 3.82). Human and professional barriers followed, particularly inadequate professional competencies for reform management (mean = 3.80). **Novelty:** The study provides a four-dimensional employee-based diagnosis of reform implementation at the headquarters of a major Iraqi public institution. **Implications:** Effective reform implementation requires crisis-responsive procedures, continuous professional development, transparent communication, employee participation, fair committee formation, and flexible institutional planning.

Highlights:

- Traditional crisis procedures received the highest item rating at 3.82.
- Professional competency shortages ranked second, with a mean of 3.80.
- Recommended actions prioritize communication, training, participation, fairness, and implementation flexibility.

Keywords: Organizational, Management, Administrative, Education, Employee Resistance.

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Introduction

The Ministry of Education is one of the governmental educational institutions that plays a pivotal role in developing the educational process. Consequently, it faces increasing pressures and challenges to adopt flexible organizational models capable of adapting to rapid digital and knowledge transformations. This necessitates that it be a leader in development and modernization. The educational environment is inherently complex due to its large human resources and multiple administrative levels. This complexity imposes a number of organizational and human challenges that may hinder keeping pace with global developments. This has a strong connection to the implementation of organizational change management in the Ministry. In this light, the current study's aim is to conduct an analytical study to shed light on the reality of the organizational change management in the Iraqi Ministry of Education, to identify the most prominent challenges, which face the employees in the process of implementing organizational change precisely, and to show the most important solutions to overcome these challenges.

This chapter presents the general framework of research. The general framework of research is presented in chapter one, section one.

1. Research Problem

Although the need for change and the urgency to introduce change in the working environment are considerable and the need is felt, there are significant challenges that are inhibiting many institutions in achieving the change and the desired development. Such challenges are expressed as staff's resistance to change, particularly for those who have been used to traditional working methods. In addition, the lack of technical skills of some employees is one of the important factors that slow down the change process and make any efforts to achieve the desired change less effective.

The research problem lies in the challenges faced by employees at the Ministry of Education headquarters that affect the implementation of organizational change. The problem stems from the following question:

What are the most prominent challenges facing employees at the Ministry of Education headquarters when implementing organizational changes? What are the appropriate methods and proposals for addressing these challenges?

2. Research Objectives

The research aims to:

- a. Define the concept of organizational change.
- b. Identify the challenges faced by employees at the Ministry of Education headquarters when implementing organizational change.
- c. Presenting practical proposals for the challenges of managing organizational change

3. Importance of Research

The importance of this research is evident from two aspects. The first is its theoretical significance, as it contributes to enriching Arabic libraries with the topic of the challenges of managing organizational change in the public sector. The second aspect is its practical importance, as the research provides applicable results for change planners in the Iraqi Ministry of Education and other ministries.

4. Scope of the Research

- a. Human Scope: The researcher selected employees of the Iraqi Ministry of Education headquarters as the research population. The research sample consisted of (195) employees across all job titles and specializations.
- b. Spatial Scope: The researcher selected the Iraqi Ministry of Education headquarters.
- c. Temporal Scope: The first half of 2026

5. Research Terminology

Organizational Change: This is a planned administrative process adopted by senior management to bring about changes in organizational structures and work methods in line with the ministry's objectives and to contribute to improving its institutional performance and keeping pace with global developments.

Challenges of managing organizational change: These are the set of administrative, psychological, organizational, and financial difficulties that employees face during the implementation of organizational change, which may affect the effectiveness of its application and the achievement of its goals.

6. Data Collection Tools and Statistical Software Used in Research

The researcher relied on two sources for data collection, as follows:

- a. Regarding the theoretical aspect: The researcher based the theoretical framework on Arabic and foreign books, theses, and dissertations related to the topic of organizational change, focusing on the challenges facing employees of government institutions. This contributed to building the theoretical framework and identifying its variables and dimensions.
- b. As for the field aspect, the questionnaire was used as the main tool for collecting data. It was distributed electronically to the sample members and consisted of two sections. The first section included the demographic data of the respondents, while the second section included items on the challenges facing organizational change management, represented in four dimensions: administrative and organizational challenges, human and professional challenges, financial challenges, and challenges related to emergency circumstances. The items were formulated according to a five-point Likert scale. The responses were coded as follows: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1. For the purpose of analyzing the data, the researcher used the SPSS.V.28 program for statistical analysis and the Excel program for organizing the data and preparing tables.

Theoretical Framework of Research and Previous Studies

1. Theoretical Framework

a. The Concept of Organizational Change

The field of organizational change management has witnessed remarkable development, driven by the increasing need for organizations to adapt to changes in markets, technologies, and the demands of the modern era. Early change management theories relied primarily on top-down approaches, where leaders initiate change and expect employees to follow. Kurt Lewin's three-stage model, developed in the 1940s, was one of the oldest and most influential models, defining the process of deconstruction, change, and re-establishment. Organizational change was viewed as a structured and planned process through which managers must dismantle existing behaviors and systems before introducing new approaches and subsequently embedding them within the organizational culture [2, p. 2]. Therefore, the concept of change varies according to the perspectives of researchers, whether they specialize in management, sociology, or psychology. Some define change from the perspective of its causes and motivations, while others view it in terms of its results and effects. However, there are points of convergence in their concepts. The researcher examines the challenges faced by employees when senior management adopts organizational change processes.

According to Boshntof and Boutabal [3, p. 3], organizational change involves modifying objectives, structures, activities, and work methods to achieve two main goals. The first goal is to align the organization's current situation and activities with emerging changes in surrounding organizations. The second goal is to create new organizational structures, management methods, and activities that contribute to accelerating the organization's progress.

This is confirmed by Abu Nuwar's study [4, p. 1113], which states that organizational change is a necessary step that propels the organization toward renewal and development in order to adapt to continuous changes in the surrounding environment. This, in turn, enables the organization to continue its activities, achieve continuity, and enhance its capacity for excellence. Furthermore, it is one of the methods organizations use to address existing problems and identify the apparent and underlying reasons within individuals that either support or resist change. This study focuses on the ongoing analysis of the driving forces and obstacles to implementing change within organizations.

Therefore, organizational change is a planned, long-term process involving a precise diagnosis at the organizational level, the setting and development of goals and strategies, and the provision of the necessary material and human resources to achieve those goals [5, p. 837].

Recent studies consider organizational change a fundamental characteristic of the 21st century. The information and communication technology revolution, the knowledge explosion, digital transformation, and the knowledge-based economy have placed increasing societal pressure on educational institutions to comply with the demands of the modern era. In light of these rapid developments and changes, change in educational institutions is no longer a luxury but an imperative to ensure continuity and development. [6, p. 646]

True organizational change starts with the core values of the organizations, and it is not the organizational structure that changes. Organizations are impacted by their environment and must evolve and innovate, particularly with the ever changing technological advancements in the world. The only way this can happen is through cooperation between senior management and their workers to overcome the barriers that they might encounter.

b. Challenges of Managing Organizational Change

Change is a multi-facet and complex process. Although there has been a significant increase in the attention given to organizational change, there are still many challenges involved with implementing organizational change. Cheraghi et al. [7, pp. 1–2] validated the study that showed that there is variability among employees in their response to change. These changes can be opportunities for learning and growth for some, and resistance is evident in some for them who feel frustrated and sad. As such, employee resistance to change is one of the most critical challenges to effective organizational change and transformation, and one of the most basic reasons for the failure of many change efforts. The aversion to change is also supported by a study conducted by Hubbart [8, p. 1] which has the view that the fear of the unknown, discomfort with losing control and the fear of the unknown are among the many possible reasons. But, no matter how much change management continues to get better, change resistance can arise at any time, particularly when there is poor change management leadership. This resistance can be overcome early in the process of organizational change by leadership that can provide positive and fruitful results.

Abu Nuwar [4, p. 1115] suggested that the change manager should fully understand his or her reasons for wanting change, and the bases for his or her desire to change anything. They also need to have a clear understanding of their values, attitudes and orientations about the change process and how their values, attitudes and orientations affect others. Unless a manager's values and motivations are clear and exactly defined, he cannot be free from biases or achieve objectivity.

The researcher considers that resistance to change can be attributed to emotional, psychological and social factors which hinder an individual employee to adapt to the new situation in the organization. Thirdly / Approaches and Strategies for Addressing the Challenges Facing the Implementation of Organizational Change:

While change is a necessary evil in any organization, it is especially challenging in the public sector because of its rigid legal structure, bureaucratic structure, complex centralized decision making processes and risk aversion. However, the transformation of e-government in Belgium encountered problems because of regulatory restrictions and the problems of coordination with other departments [9, p. 112].

- 1) There are a number of strategies change leaders can use to ensure that communications are effective between employees and the change management team, to build trust, and to ultimately make the organizational change process effective. As outlined in the study [8, p. 1]:
- 2) Communication channel should be defined, and all employees informed about the relevant and timely information regarding the change objective and stage.
- 3) Transparency: Very important, leaders should be communicating openly and honestly with their employees and giving them reasons for why they are moving forward with the changes.
- 4) Building trust: This can be done by listening to employees and addressing their recommendations and views.
- 5) Manager Training – provide the change leaders with training in skills needed to encourage employees to participate in meaningful discussions around the change initiative.
- 6) Raise awareness and accountability: This lets employees know why the change is happening and can help them adjust their actions and behaviors to be in line with the organization's values.

- 7) Mutual Benefits of Change: Leaders should highlight the benefits to both employees and the organization of the change that is being proposed.
- 8) Incentives and Motivation: Simple practices should be followed that would improve employee motivation by celebrating and rewarding achievements and providing incentives for excellence.

The researcher feels that other means and methods for tackling the issues of organizational change management can be added as follows:

- 1) The first is to build readiness for change: to get people psychologically and professionally prepared to face the changes that are being proposed when they are rolled out.
- 2) Organizational resistance to organizational change; identifying the sources of employee resistance to organizational change, whether emotional, social or material, and trying to overcome them in a scientific way during the process of implementing the change.
- 3) Creating an atmosphere for change: Establishing values of flexibility, creativity and ongoing learning within the Ministry.
- 4) Flexibility in implementation of change: having flexibility in steps or timelines – adjusting to the actual situation, instead of sticking to a plan that might not be appropriate for the present situation.
- 5) Include change management skills in traditional employee promotion schemes, scholarships and required staff and administrator seminars:
- 6) Linking change to continuous professional development: Rather than offering a one time training for employees, one can include change management skills within the frameworks of employee promotion, employee scholarship and mandatory educator and administrator seminars.
- 7) Compliance with fairness and preventing favoritism: In the case of implementing changes in organizations or administration, the establishment of change management committees in a fair manner is necessary.

2. Previous Studies and Areas of Benefit from them

a) Al-Jabri's study [10] entitled: The impact of leadership practices and organizational factors on organizational change at the Ministry of Labor in the Sultanate of Oman.

This study aimed to explore leadership practices in their dimensions (leadership of change, leadership empowerment) and organizational factors, including acceptance of change, on organizational change in the Ministry of Labor in the Sultanate of Oman. The study followed a quantitative approach, and the study population included 2,468 male and female employees. Data was collected from 333 male and female employees via an electronic questionnaire using Google Forms. The data was also analyzed using a set of descriptive and inferential analysis methods via the statistical analysis program SPSS. The results of the study showed a positive, statistically significant relationship between leadership practices, organizational factors, and organizational change in the Ministry of Labor.

b) Al-Shibli's study [5] entitled Organizational change and its impact on enhancing the institutional performance of municipalities in the Hashemite Kingdom of Jordan.

The study aimed to analyze the impact of organizational change on enhancing institutional performance in municipalities in the Hashemite Kingdom of Jordan. It also sought to identify the components of organizational change and the causes of development in municipalities. To achieve the objectives of the study, the descriptive approach was used, which yielded the following results: There are several factors that lead to institutional change and development, including technological progress and poor employee performance. The study recommended the importance of municipalities seeking to achieve a revolution in development and change to reach the required institutional improvement.

a. Areas of benefit from previous studies

The research is similar to the studies mentioned above in adopting the descriptive analytical approach and focusing on a sample of employees, as they are the primary actor in organizational change processes, as well as the sample and methods of distributing the questionnaire electronically. As for the differences between previous studies and current research, they are represented in the field of study, as previous studies focus on the Ministry of Labor in the Sultanate of Oman and municipalities in Jordan, while the research focuses on the Iraqi Ministry of Education, which reflects different organizational and service environments. It also sought to try to study the challenges facing employees in implementing change, and

ways to confront them. This is a practical dimension that adds value to current knowledge and an important applied perspective within the scope of educational institutions, which contributes to deepening the understanding of the obstacles and challenges that may face organizational change within this field. The sector and how to address or confront it.

4. Field Research Aspects

a. Presentation of Results

The Abu Bakr and Salem [1] scale for organizational change management challenges was used.

Table 1. Show frequency Values of Sample Opinions

S	Paragraphs	Strongly agree	Agreed	Neutral	I disagree	I strongly disagree
First: Administrative and organizational challenges						
1	Excessive centralization in decision-making slows down change processes.	70	50	24	27	24
2	There are no reliable and clear indicators to measure performance and monitor the results of change.	60	41	15	30	49
3	The ministry lacks a specific and organized plan for managing organizational change.	44	62	32	23	34
4	Coordination between different departments weakens when implementing the change.	40	53	50	32	20
Second: Human and professional challenges						
5	Current training programs are ineffective in providing me with the skills needed to manage change.	47	39	20	22	67
6	Some employees lack the professional skills necessary to participate in change management.	75	67	9	26	18
7	Some employees exhibit negative or resistant attitudes towards change.	80	46	27	31	11
8	There are not enough incentives to encourage employees to support and participate in change.	79	44	17	32	23
Third: Financial challenges						
9	Insufficient funds are available to implement the change plans.	65	57	33	27	13
10	The infrastructure required for change is not sufficiently stable or ready.	55	68	32	18	22
11	The ministry suffers from limited technical and technological capabilities necessary to support the change.	43	55	25	31	41
12	Delays in disbursing funds are hindering the implementation of the change plans.	50	48	32	40	25
Fourth: Challenges associated with emergency situations						
13	Over the past year, the political and security situation has affected the ministry's ability to implement change.	50	47	45	40	13

14	Sudden crises force management to make urgent decisions instead of planned ones.	75	43	17	36	24
15	Traditional methods are often relied upon more than flexible methods during times of crisis.	78	50	30	27	10
16	The ministry lacks a flexible and clear mechanism for dealing with change during times of crisis.	55	73	10	37	20

Table 2. Show values of arithmetic means and standard deviations for each item

No.	Paragraphs	Mean	Std	Relative importance	Order of importance
1.	Excessive centralization in decision-making slows down change processes.	3.59	1.36	71.8%	7
2.	There are no reliable and clear indicators to measure performance and monitor the results of change.	3.17	1.6	63.4%	15
3.	The ministry lacks a specific and organized plan for managing organizational change.	3.30	1.39	66.0%	12
4.	Coordination between different departments weakens when implementing the change.	3.31	1.3	66.2%	11
5.	Current training programs are ineffective in providing me with the skills needed to manage change.	2.88	1.63	57.6%	16
6.	Some employees lack the professional skills necessary to participate in change management.	3.80	1.28	75.8%	2
7.	Some employees exhibit negative or resistant attitudes towards change.	3.79	1.3	75.6%	3
8.	There are not enough incentives to encourage employees to support and participate in change.	3.64	1.4	72.8%	5
9.	There are not enough financial resources available to implement the change plans.	3.78	1.3	75.6%	4
10.	The infrastructure required for change lacks sufficient stability and readiness.	3.59	1.29	71.8%	6
11.	The ministry suffers from limited technical and technological capabilities needed to support change.	3.14	1.5	62.8%	14
12.	Delays in disbursing funds are hindering the implementation of change plans.	3.30	1.40	66.0%	13
13.	Over the past year, the political and security situation has affected the ministry's ability to implement change.	3.42	1.3	68.4%	10
14.	Sudden crises force management to make urgent decisions instead of planned ones.	3.56	1.4	71.2%	8
15.	Traditional methods are often relied upon more than flexible methods during times of crisis.	3.82	1.2	76.4%	1
16.	The ministry lacks a flexible and clear mechanism for dealing with change during times of crisis.	3.54	1.3	70.8%	9

Discussion of Results

The aim of this research is to identify the challenges faced by employees when implementing organizational change at the Iraqi Ministry of Education, and to propose solutions and remedies for these challenges. This was achieved through the analysis of a questionnaire prepared and distributed electronically to a sample of 195 individuals. A five-point Likert scale was used to evaluate the data. The questionnaire included 16 items distributed across four dimensions: administrative and organizational challenges, human and professional challenges, financial challenges, and challenges related to emergency situations. After collecting the data, the frequencies of which are listed in Table (1), it was statistically analyzed by calculating the arithmetic means, standard deviations, relative importance, and ranking of each item on the scale, as shown in Table (2). The researcher observed that the five most critical problems were:

1. Item 15: Reliance on traditional methods over flexible methods when implementing organizational change during crises. This item recorded a mean of 3.82 and a relative importance of 70.8%.
2. Item 6: Lack of professional skills among employees, with a mean score of 3.80 and a relative importance of 75.8%.
3. Item 7: Employee resistance to change, with a mean score of 3.79 and a relative importance of 76.0%.
4. Item 9: Inadequate financial allocations, with a mean score of 3.78 and a relative importance of 75.6%.
5. Item 8: Lack of incentives, with a mean score of 3.64 and a relative importance of 72.8%.

Paragraph 6 explains the lack of professional skills among employees, and Paragraph 7 explains the high level of employee resistance to organizational change, as two interrelated phenomena. Employees who lack the necessary skills to participate in change tend to resist it for fear of failure or loss of status. This indicates that the sample recognizes that the missing skills are not technical skills that can be acquired through traditional training programs, but rather behavioral and adaptive skills (such as resilience, managing resistance, and critical thinking during crises) that short courses rarely provide.

Furthermore, Paragraph 8, with an average score of 3.64 and an importance of 72.8%, indicates that current incentives are insufficient to encourage employees to support and participate in change. This suggests that management often relies on change rhetoric without any real incentive tools. (Paragraph 9) Inadequate financial allocations, with a mean score of 3.78 and a relative importance of 75.6%, indicate that respondents are aware of financial constraints affecting the implementation of change plans. Financial resources are essential for the success of organizational development processes, as they are linked to funding training, technology, and the infrastructure necessary for change.

Paragraph (10) recorded a mean score of 3.59 and a percentage of 71.8%. This reflects a consensus that the infrastructure still needs development to enhance its readiness to support change, such as technical systems, databases, communication networks, and equipment that contribute to facilitating organizational transformation and development processes.

The results also reveal a clear discrepancy between (Paragraph 1), which recorded an average of 3.59 and a relative importance of 71.8% (high centralization in decision-making slows down change processes), and (Paragraph 14), which showed that the crisis response dimension achieved an average of (3.56). This reflects a tendency towards making quick decisions when faced with emergencies. This indicator may seem to contradict the dominance of centralization and bureaucratic procedures in normal circumstances. However, this discrepancy can be explained by the nature of crises, which compel senior management to make urgent decisions that sometimes deviate from usual paths and procedures. Nevertheless, these decisions are often more improvised than based on pre-prepared plans and strategies. This explanation is reinforced by the results of (Paragraph 16), which recorded an average of (3.54), indicating the limited availability of flexible mechanisms for systematically managing changes and crises.

Therefore, the researcher believes that the ministry possesses an acceptable capacity for rapid response to emergencies. However, this capacity is not sufficiently grounded in flexible and pre-planned systems and procedures, which may limit the effectiveness of decisions and the sustainability of their outcomes in facing future challenges.

Paragraph 2, with a mean of 3.17 and an importance of 63.4%, states: "There are no clear and reliable indicators for measuring performance and monitoring the results of change." This reflects a weakness in the standard and evaluation framework, but it is less severe than the issues of skills and resistance, suggesting that the fundamental flaw lies not only in measurement but also in the change management itself.

Paragraph 3, with a mean of 3.30 and an importance of 66.0%, states: "The ministry lacks a specific and organized plan for managing organizational change." This result reflects a tendency for the sample to agree on the existence of a weakness in the systematic planning for change management. This indicates that change efforts may be implemented partially or in response to emergencies rather than relying on clear strategic plans, which may affect the sustainability and long-term effectiveness of the change outcomes.

Paragraph 4 revealed weak coordination between different departments when implementing change. With an average score of 3.31, this indicates that employees do not consider the absence of planning and control tools to be a top priority, for two possible explanations: first, the sample focuses on tangible "day-to-day" problems and neglects long-term "structural" problems; second, employees are not aware of the role of plans and indicators in facilitating change, reflecting a weak organizational culture in performance management.

On the other hand, the mean score of 2.88 and 57.6% relative importance was obtained for item (5) "current training programs are ineffective in equipping employees with the skills to manage change. This relatively modest mean score does not excuse the problem, but rather reflects how less important respondents rate training as a problem compared to other factors, or that they see the problem in the training itself but in a larger system that includes leadership and incentives as well as follow-up.

There is a significant difference between the mean score of the item (11) which covered inadequate financial allocations (3.78) and the item (13) which covered delays in the disbursement of allocations (3.30) this indicates that quantity outweighs speed. This finding is representative of the attitudes of the sampled population that disbursement procedures are not slow, but the amount of money allotted is not adequate. The observation from this administrative aspect has strategic significance because it reveals the necessity to think again about the financial resources allocated for necessary changes, rather than speeding up accounting processes, which is often the focus of financial audit reports.

Reliance on traditional ways of handling crises (mean score 3.82 and relative importance 70.8%).

The findings suggest that human and financial difficulties have a greater impact than technical difficulties. This requires lowering resistance to change and to build up incentives and resources to make organizational change a success. The results provide a useful addition to the literature, especially in the light of ministries that have entrenched bureaucracies and turbulent outside environments.

Conclusions

1. During a crisis, relying on traditional approaches instead of flexible ones has a definite effect on the management of organizational changes. This is why the failure to achieve changes is determined by the lack of a flexible approach.
2. In the Iraqi Ministry of Education, human challenges (employee resistance and lack of behavioral skills) and financial challenges have more impacts on the success of organizational change management than organizational and administrative challenges.
3. The lack of professional skills is related to employee resistance to organizational change,
4. Inadequate and insufficient incentive systems are not motivating employees to participate in the organizational change.
5. Slow disbursement is less of a problem than limited financial resources. But the challenge is not that these resources are not disbursed by the Ministry in time, but that they are not available to fund training programs and upgrade technologies to enable the Ministry to realize its aspirations.
6. Unreadiness of technological infrastructure shows ineffectiveness of change processes.
7. Unplanned decisions made during crisis situations decrease the quality of the decisions made.
8. Poor performance measures constrain the ministry's monitoring of organization change.

Recommendations

1. Integrate risk management into change programs, especially financial and human risk management.
2. Delegate authority between administrative levels and reduce the degree of centralization in decision-making, while establishing clear oversight mechanisms.
3. Allocate financial resources for employee training and upgrading the technological infrastructure, while establishing transparent mechanisms for disbursing these resources.
4. Establish a training program to develop employees' behavioral skills in managing resistance, such as field training and simulations, instead of theoretical training courses.
5. Improve the professional incentive system by linking it to specific, measurable performance indicators related to the employee's contribution to implementing the change. This will enhance individual motivation towards organizational change.
6. Involve employees in the planning stages of organizational change and implement communication strategies to explain the reasons for the change and its benefits.
7. The necessity of adopting a central performance indicator to comprehensively monitor and track the stages of change, both before and after implementation, to ensure an accurate evaluation of the change's success and the achievement of its objectives.

Future Proposals

1. Conducting a comparative study of the challenges of managing organizational change between the Iraqi Ministry of Education and other ministries.
2. Conducting a study on the conflict of behavioral values between generations and its relationship to resistance to organizational change.

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