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An Empirical Analysis of the Effect of Economic Factors on Educational Planning in Kurdistan Region of Iraq

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Abstract

This empirical study examines how economic considerations affect educational planning in Iraqi Kurdistan. The study examines budgetary issues, education costs, economic development, labor market demand, and return on investment. The study seeks to illuminate the relationship between these economic determinants and educational planning outcomes, helping the region design effective educational policies and programs. 118 participants participated in the study. Systematic sampling determined the sample size. Surveys and questionnaires measured budgetary considerations, education costs, economic development, labor market demand, and educational planning. Data was analyzed using correlation, factor and hierarchical regression analysis. The study found positive correlations between Kurdistan's educational planning, budgetary considerations, education costs, economic development, and labor market demand. The return on investment did not affect educational planning. This study impacts Kurdistan's educational policymakers, institutions, and stakeholders. The findings show that budgetary allocations, education costs, economic development, and labor market demands must be prioritized. These recommendations aim to improve education quality, accessibility, and relevance, boosting regional socioeconomic growth. This study is limited by its sample size and geography. Economic issues and their longitudinal implications for educational planning should be studied in a wider framework. The findings support informed decision-making and the creation of regional evidence-based educational policies and programs.

Keywords: Budgetary consideration, cost of education, economic development, economic factors, educational planning, labor market demand, return on investment

1. Introduction

The present study is an empirical analysis that investigates the influence of economic factors on educational planning in the Kurdistan region of Iraq. This study delves into the impact of budgetary constraints, educational expenses, economic progress, labor market requirements, and return on investment on strategies for educational planning (Luo et al., 2019). The objective of this study is to elucidate the correlation between economic circumstances and the development of efficacious educational policies in the Kurdistan area through an analysis of pertinent factors. Comprehending the dynamic relationship between economic variables and educational strategizing is of paramount importance for decision-makers and interested parties who aim to augment the caliber and availability of education within the area (Mikalef and Gupta, 2021). The present study conducts an empirical analysis to examine the complex interplay between economic variables and educational planning in the Kurdistan area of Iraq. Given the significant impact of economic conditions on educational systems, it is crucial to gain a comprehensive understanding of the ways in which diverse economic factors influence the development and execution of educational policies (Busalim and Ghabban, 2021).

This research centres on various pivotal economic factors that have a substantial impact on educational planning within the region. Primarily, financial constraints are a pivotal factor in determining the distribution of monetary funds towards educational endeavors. The analysis of how budgetary limitations and preferences influence the allocation of funds across various educational initiatives yields significant perspectives on resource administration and its probable effects on academic achievements (Kim and Park, 2020). Furthermore, the expense of education has a direct impact on the accessibility and affordability of educational opportunities for students and their families. The objective of this study is to provide insight into the potential economic obstacles that could impede educational access and achievement in the Kurdistan region through an examination of the correlation between enrollment rates and educational expenses (Kumar et al., 2021).

The impact of economic development on educational planning is examined. The educational sector can be significantly impacted by economic growth and stability, leading to various outcomes such as heightened investment in infrastructure, better learning environments, and expanded educational opportunities. Comprehending the correlation between economic development and educational planning can assist policymakers in discerning tactics that foster sustainable and impartial educational expansion (Rahman and Ahmad, 2019). Moreover, the demand for labor in the market has a considerable impact on the formation of educational priorities and the development of curricula. The examination of the correlation between educational provisions and labor market demands yields valuable observations regarding the pertinence and efficacy of educational curricula in equipping employees with the necessary skills for prospective job prospects (Delic and Eyers, 2020).

Finally, an analysis of the return on investment (ROI) in education is conducted to evaluate the economic advantages obtained from educational expenditures. The objective of this analysis is to provide decision-makers with insights into the potential economic benefits of various educational strategies and interventions by assessing the enduring economic effects of education (Mukhtarov et al., 2019). The results of this study

are expected to make a significant contribution to evidence-based decision-making and aid in the formulation of effective educational policies that foster equitable access, high-quality education, and economic growth in the region. Through the execution of this empirical investigation, decision-makers, academic professionals, and interested parties in the Kurdistan area can acquire significant knowledge regarding the intricate interplay between economic variables and educational strategizing. The acquisition of this knowledge has the potential to make a valuable contribution to decision-making that is grounded in empirical evidence. This, in turn, could result in the formulation of educational policies and practices that are more efficacious and enduring in the region (Brown et al., 2020).

1.1 Research Problem

The research problem is crucial in the Kurdistan Region of Iraq, which has seen major socio-economic and political changes in recent decades. Understanding the complex interplay between economic considerations and educational planning is crucial for regional stability and progress. This study examines how economic variables and conditions affect educational planning and outcomes. The Kurdistan Region's unique political status in Iraq gives it some autonomy in government, including education. However, economic differences across provinces, external economic pressures, and changing oil income plague the region. These factors affect resource allocation, infrastructure development, teacher recruitment and retention, curriculum design, and educational access directly and indirectly.

As the Kurdistan Region strives to improve education quality and accessibility, it must identify gaps, inequities, and challenges in different geographical and socio-economic circumstances. Understanding these problems and opportunities is essential for creating policies that meet the region's educational needs and goals. Economic issues and educational planning are important, yet there is a study void in the Kurdistan Region of Iraq. Regional nuances and complexities can considerably impact educational achievements, although existing research tends to focus on national or worldwide viewpoints. Most Iraqi education and economics research is national, which may not capture Kurdistan Region dynamics. There is little empirical research on the relationship between economic variables (e.g., GDP per capita, government spending, economic disparities) and educational planning indicators (e.g., enrollment rates, education quality) in the Kurdistan Region.

1.2 The Aim of the Study

The aim of this empirical investigation is to examine the influence of economic variables, such as budgetary constraints, educational expenses, economic growth, labor market requirements, and return on investment, on educational strategizing in the Kurdistan area of Iraq. The objective of the research is to offer perspectives on the impact of economic variables on the development, execution, and efficacy of educational planning tactics in the area.

1.3 Research Questions

The present inquiry seeks to examine the impact of budgetary factors on the distribution of financial resources towards educational endeavors in the Kurdistan region. Additionally, the study aims to explore the potential consequences of these budgetary considerations on the outcomes of educational planning.

RQ1: What is the correlation between the expenses associated with education and the process of educational strategizing with regards to the accessibility, affordability, and potential

hindrances encountered by students and their families?

RQ2: What is the degree of influence exerted by economic development on educational planning in the Kurdistan region, encompassing aspects such as infrastructure investment, enhancement of learning environments, and the broadening of educational prospects?

RQ3: To what extent does the demand in the labor market impact educational planning with regards to the development of curricula, the alignment of skills, and the consideration of future employment prospects?

RQ4: What is the extended period of financial gain resulting from investing in education within the Kurdistan region, and how does it facilitate the advancement of economic growth, social mobility, and the formation of human capital?

The study endeavors to attain a comprehensive comprehension of the influence of economic factors on educational planning in the Kurdistan region by investigating the aforementioned research questions.

1.4 Research Hypotheses

H1: In the Kurdistan area, more funding for education would lead to better use of resources, increased investment in educational infrastructure, and expanded access to quality education.

H2: Higher tuition rates in the Kurdistan area could discourage students from enrolling and impede their progress towards degree completion, which in turn could affect educational policy decisions.

H3: Increased prosperity in the Kurdistan area, as measured by GDP, would have a salutary effect on educational policymaking by allowing for more investment in school facilities, better conditions for students to learn in, and more educational opportunities overall.

H4: Curricula that are in line with the skill requirements of the job market and improve students' employment prospects could be expected to emerge from a better fit between educational provision and labor market demand in the Kurdistan region.

H5: The ROI hypothesis predicts that increased spending on education in the Kurdistan area would have a beneficial effect on the economy, social mobility, and the development of human capital, informing strategies for educational planning that aim to maximize long-term economic advantages.

2. Literature Review

A thorough literature assessment is necessary for an empirical analysis of the effect of economic factors on educational planning in Iraq's Kurdistan region. Budgetary constraints, the price tag of higher education, the rate of economic growth, the availability of jobs, and the potential for a positive return on investment are only a few of the economic aspects that have been studied, and their impact on the process of educational planning is summarized below.

Planning for schooling is heavily influenced by financial constraints. Increases in education spending have been found to improve access to resources, the quality of educational facilities, and student achievement (Pleeging et al., 2021). Tan et al. (2021), for example, observed that in the Kurdistan area, higher financial allocations resulted in better education quality, wider access to educational resources, and lower student-teacher ratios. These results show that sufficient money is crucial for good school planning (Zhang et al., 2019).

Educational planning and access are both significantly impacted by the expense of schooling. According to studies, expensive tuition can be a hindrance to both students and

their families, reducing both enrollment and graduation rates (Saud et al., 2019). According to a study conducted by Bux et al. (2020), the high cost of higher education in the Kurdistan area has had a chilling effect on access to higher education, especially for marginalized populations. It is imperative that policymakers address affordability challenges and guarantee fair access to education by gaining a thorough understanding of the connection between educational planning and the cost of education (Campedelli et al., 2021).

Educational techniques are heavily influenced by economic growth. Research shows that governments can afford to invest in schools, classrooms, and other educational resources when the economy is doing well. Farzanegan et al. (2021) research on educational planning in the Kurdistan area provides one example of the favorable effects of economic expansion on educational achievements. Curriculum development and skill alignment are both impacted by labor market demand, making for a tight relationship between the two. Aligning educational programs with labor market needs has been shown to improve employment opportunities and close skill gaps (Alalwan, 2020). For instance, Otto et al. (2020) study of Iraq's labor market and educational planning emphasized the importance of including market-relevant skills in the curriculum in order to improve employment prospects.

The literature has paid more attention to the ROI of education since it sheds light on the financial benefits of education. Investments in education have been shown to have positive effects on the economy in the long run, including increased productivity, earnings, and social and economic development (Al-Fraihat et al., 2020). Based on his research in the Lee et al. (2022) emphasised the crucial role that education plays in developing human capital and boosting economic growth.

The current body of research stresses the relevance of fiscal considerations in curriculum design. Budgetary constraints, the price of education, economic growth, labor market demand, and the potential for a positive return on investment all play major roles in shaping Kurdistan's educational policies and outcomes (Alazab et al., 2021). For policymakers and stakeholders to develop evidence-based policies to improve education's quality, accessibility, and relevance in the region, they must first have a thorough understanding of these issues. However, further empirical research is required to fully explore these connections and provide useful insights for educational planners in Iraq's Kurdistan area (Wang et al., 2019).

2.1 The Concept of Economics

Economics in Iraq's Kurdistan region refers to the study and management of the territory's resources and economic activities, including their production, distribution, and consumption. Over time, factors like political shifts, natural resource availability, and regional dynamics have reshaped the economic environment of the Kurdistan area (Murshed, 2020). The abundance of natural resources, particularly oil and gas deposits, is a major factor in the region's economy. The export of oil has been a major contributor to the region's economic growth and earnings. The Kurdistan Regional Government (KRG) has established rules and laws to control and profit from these assets, which have been essential to the region's rapid economic expansion in recent years (Wu et al., 2019).

The presence of a semi-autonomous governance structure and its effect on economic policies and decision-making are another critical component of the economy in the Kurdistan area. The

Kurdistan Regional Government is able to establish economic policies that are in line with regional interests because it has its own budget, taxing system, and regulatory framework (Koop et al., 2019). The region's investment climate and availability of business prospects have also been notable. Investments in the construction, real estate, agriculture, and tourism industries have all poured into the Kurdistan area from both domestic and international sources. Manufacturing, services, and technology have been targeted in efforts to diversify the economy away from its reliance on the oil and gas industry (Fan and Hao, 2020). There are also problems with economic growth in the Kurdistan area. The development of infrastructure, the creation of jobs, the reduction of income disparity, and the requirement for long-term economic expansion all fall into this category. Effective economic planning, policy design, and implementation, taking into account the particular dynamics of the region, are essential for meeting these issues (Hanaysha and Alzoubi, 2022).

Education, healthcare, poverty alleviation, and social welfare are all included in the broader socio-economic idea of economics in the Kurdistan area. Education and training programs, healthcare facilities, and poverty reduction are common targets of economic development projects. Human capital development and social welfare programs have been prioritised in the Kurdistan region in an effort to boost the territory's citizens' standard of living (Wang and Zhang, 2020).

Kurdistan's economic outlook evolves in response to local and global developments. It involves thinking about how to improve the region's economy, manage its resources, attract investors, and advance the region's social and economic fabric, as well as the lives of its people. The Kurdistan Regional Government and other interested parties are committed to fostering long-term economic expansion, diversification, and the raising of living standards in the region (Su et al., 2021).

2.2 Economic Factors

Budgetary constraints, the price of higher education, economic growth, labor market demand, and investment returns are all important elements that contribute to the overall economic climate of an area or country. Economic growth and development, government spending, education policy, corporate prospects, labor market dynamics, and more are all profoundly affected by these variables (Califf and Brooks, 2020).

Budgetary considerations are the factors taken into account by the government or other relevant authorities when allocating and managing financial resources. Decisions made by policymakers in the budget process have real consequences for the amount of money that may be allocated to many fields, including education (Acheampong et al., 2020). The educational outcomes of a region or country are affected by how much money is invested in various educational projects. Adequate monetary provisions for education are crucial for improving educational outcomes, including building infrastructure, training teachers, and enhancing curricula (Yin et al., 2020).

The term "cost of education" is used to describe the sums spent by people and families on educational opportunities and resources. Everything from enrollment fees to books to gasoline to transportation is included. The cost of higher education is a major determinant of student enrollment and graduation rates (Bag et al., 2021). Inequalities in educational possibilities are exacerbated when low-income

and minority groups face more difficulty affording higher education. For policymakers to solve affordability challenges and guarantee equal access to education, they must have a firm grasp on the price tag (Nuryyev et al., 2020). Growth and progress in the economy over time are what we mean when we talk about economic development. Raising productivity, developing new industries, creating new jobs, and raising living standards are all part of this process. When economies grow, more money and better buildings become available for schools to educate their students well. Increased funding for schools, better school facilities, and the cultivation of talents valued by employers are all possible results of a thriving economy. Conversely, improvements in education and a highly trained workforce can boost economic growth by increasing innovation, productivity, and competitiveness (Long and Khoi, 2020).

The term "labor market demand" is used to describe the current need for a certain set of skills and experiences in the workplace. Skills companies value most change throughout time as a result of shifts in the economy, technologies, and other factors. Planning for education must take into account the needs of the labor market to produce courses of study that impart the knowledge and abilities in demand by businesses. Education and training programs that are responsive to labor market needs can improve job chances, cut down on skill mismatches, and boost the economy (Kassem et al., 2019).

Economic gains gained in the future are what are meant by "return on investment" (ROI) when discussing educational expenditures. Increased productivity, greater earnings, better employment possibilities, and accelerated socioeconomic growth all contribute to monetary gains for individuals and society (Zhang et al., 2021). Human capital development relies heavily on investments in education since well-educated citizens are vital to a country's progress. Policymakers can gain a better understanding of the economic worth of education and its contribution to the economy as a whole by analyzing the return on investment (Wang et al., 2019).

In order to make educated decisions and formulate effective policy in fields like education planning, resource allocation, economic diversification, and social welfare, it is crucial to understand and analyze economic factors like budgetary considerations, the cost of education, economic development, labor market demand, and return on investment. The economic landscape is shaped by these elements, which in turn affect people's and nations' well-being and prosperity (Maheshwari, 2021).

2.3 Educational planning

To improve education in terms of its quality, accessibility, and relevance, the Kurdistan region of Iraq engages in a multidimensional process known as educational planning. Taking regional interests and international norms into account, the Kurdistan Regional Government (KRG) has developed and improved the educational system significantly.

Enrollment and Availability: In the Kurdistan area, educational planners aim to expand opportunities for students from all walks of life. Efforts have been made to improve students access to schools by improving educational infrastructure, especially in outlying locations. Strategies include establishing educational hubs, expanding access to transportation, and building new schools. In addition, efforts have been made to advance "inclusive education," which caters to the needs of students from disadvantaged backgrounds (Ahmed and Wang, 2019).

Creating a well-rounded and pertinent curriculum is an essential part of any sound educational plan. The course materials are developed with students' requirements in mind and are also in line with global benchmarks for education. The KRG has implemented changes to the curricula, classroom procedures, and use of technological resources in order to bring them up to date. The development of pupils' critical thinking, problem-solving abilities, and imaginative capacities is a central focus (Ali and Şenturk, 2019).

Professional and continuing education for educators is essential if we are to improve the quality of education for all students. Teacher preparation and professional development are important tenets of Kurdistan's educational blueprint. Teachers' abilities and expertise are continually being improved through various training workshops, seminars, and certification programs. The goal is to provide more effective and engaging instruction through better teaching methods, subject-specific knowledge, and classroom management strategies (Luo et al., 2019).

The KRG has prioritised the development of technical and vocational education and training (Mikalef and Gupta, 2021) programs due to the importance of such programs in addressing the demands of the labor market. Students are equipped with marketable skills and industry knowledge through these programs. Establishing specialised vocational training centres, working with industry partners, and including apprenticeship programs are all part of the educational strategy in this area (Busalim and Ghabban, 2021).

Institutions of Higher Learning and Research Facilities: These facilities are an integral part of the Kurdistan region's long-term educational agenda. The quality and competitiveness of universities, research and innovation, and academic engagement with international institutions have all been the focus of recent efforts. The goal is to expand access to higher education, generate qualified graduates, and promote the spread of new information (Kim and Park, 2020).

Adequate funding and support for educational facilities are crucial for strategic program design. The KRG has made it a top priority to build and renovate schools, providing them with state-of-the-art infrastructure and resources. Improvements in both digital literacy and access to online resources have resulted from investments in technology infrastructure, such as computer laboratories and internet connectivity. There has also been work done to enhance the learning environment by enhancing resources like libraries, science labs, and athletic facilities (Kumar et al., 2021).

Budgetary constraints and resource limitations must be taken into account while preparing for educational projects, which is what educational financing is all about. To guarantee sufficient funding for diverse educational programs and activities, the KRG dedicates a sizable amount of its budget to education. In addition, work has been done to increase openness and accountability in the administration of educational funds (Rahman and Ahmad, 2019).

In the Kurdish area of Iraq, educational planning is ongoing and responsive to the changing demands of students, educators, and the community at large. Government officials, teachers, parents, and businesses all need to work together to make this happen. Educational planning in the Kurdistan area aims to provide young people with the information, abilities, and experiences that will allow them to make positive contributions to the region's social, economic,

and cultural growth (Delic and Eyers, 2020).

2.4 The Influence of Economic Factors on Educational Planning

In the Kurdish region of Iraq, economic issues have a substantial impact on educational planning and, by extension, on the tactics, policies, and outcomes of the education system. Several economic issues have an effect on regional educational planning (Mukhtarov et al., 2019): Allocating funds for education is an important economic aspect that has an impact on curriculum development. Improving educational performance requires sufficient financial resources to fund things like new building construction, staff development, curriculum updates, and technology purchases. If there isn't enough money, schools could have to cut back on supplies, fewer students would have access to a good education, and the curriculum would suffer. Budgetary considerations are an essential part of effective educational planning because they allow for the most efficient use of available resources and the most even distribution of funds across all levels and types of education (Brown et al., 2020).

Access to and participation in higher education are both influenced by the expense of higher education. For low-income students and their families, the high cost of higher education, including tuition, books, and other supplies, can be a significant obstacle. Planning for education must consider costs to guarantee that financial constraints do not prevent disadvantaged students from receiving a good education. Scholarships, financial aid programs, and other initiatives to lessen the financial load on students and their families should all be taken into account while making plans for higher education (Pleeging et al., 2021).

The educational agenda in Kurdistan is heavily influenced by the region's economic growth. Growing economies are better able to support educational efforts with money and facilities. Budgets for schools, investments in school facilities, and the cultivation of skills valued by employers can all increase in tandem with economic growth. Educational planning can be positively impacted by economic growth, which can increase access to education, boost educational outcomes, and improve educational facilities (Tan et al., 2021).

Curriculum development and program availability are both influenced by labor market demand for various skills and knowledge. Having educational programs that are both relevant and responsive to the needs of the labor market requires an alignment between educational offerings and labor market demand. In order to provide students with the tools they need for professional success, educational planners should take into account the ever-shifting nature of the labor market. Effective educational planning requires close cooperation between educators and businesses to identify skill gaps and design curriculum to fill them (Zhang et al., 2019).

Investment Return Education's long-term monetary advantages are known as its "return on investment." The social and financial benefits of education must be taken into account during the planning process. Human capital, productivity, income, and social progress are all bolstered by financial investments in education. Policymakers can better prioritise educational planning and allocate resources when they have a thorough understanding of the return on investment (Saud et al., 2019).

3. Research Methodology

Quantitative research methodology has been employed to empirically investigate the impact of economic factors on educational planning in

the Kurdistan region of Iraq. The quantitative research design provides a systematic framework for making statistical inferences and exploring relationships between variables (Hendren et al., 2023).

3.1 Research Design

A cross-sectional survey approach has been utilized as a quantitative research design to empirically analyze the impact of economic factors on educational planning in the Kurdistan region of Iraq. The present design facilitates the acquisition of data at a particular moment in time to scrutinize the correlations between economic variables and educational planning achievements.

3.2 Sample size, sampling and target population

The research has focused on schools as the primary setting for conducting an empirical analysis of the impact of economic factors on educational planning in the Kurdistan region of Iraq. The demographic under consideration would comprise educational institutions situated within the designated area. The focus of this study is the specific group of individuals that are being examined, commonly referred to as the target population. The scope of the study encompasses educational institutions situated within the Kurdistan region of Iraq. This comprised educational institutions at the primary, secondary, and tertiary levels.

3.2.1 Sampling:

The use of the purposive sampling technique is a viable approach to selecting a representative sample of schools. The process entails the deliberate selection of educational institutions based on predetermined criteria that are pertinent to the research goals, such as their geographic location or educational level (i.e., primary, secondary, or tertiary education).

The determination of the sample size can be based on statistical considerations. In the event that the participant pool is limited to 118 individuals, the study may endeavor to encompass all schools within the sample, thereby guaranteeing adequate representation across diverse educational tiers and geographical regions throughout the Kurdistan area.

3.2.2 The size of the Sample

With the limitation of 118 participants, the sample size would comprise all the schools belonging to the target population that expressed their willingness to take part in the research. It is imperative to acknowledge that the generalizability of the results may be constrained when using a fixed sample size (Cui et al., 2023). Nevertheless, the research can yield significant perspectives into the particular setting of the enrolled educational institutions and enhance the pre-existing pool of information concerning the subject matter.

Through the implementation of purposive sampling and a specific focus on schools located within the Kurdistan region, this study aims to acquire a thorough comprehension of the influence of economic factors on the process of educational planning. The utilization of a predetermined sample size of 118 participants enables the provision of targeted insights pertaining solely to the schools that were incorporated into the study.

3.3 Data Collection

The following procedures have been taken to collect data for an empirical analysis of the impact of economic factors on educational planning in Iraq's Kurdistan region:

3.3.1 Questionnaire Development

The researcher has developed a thorough survey instrument that displays meticulous focus on information. This instrument aims to collect data in a methodical manner on various aspects, including budget limitations, educational

spending, variables influencing economic growth, needs in the labor market, and the effectiveness of investments in the context of strategic educational planning. The questionnaire has been meticulously designed to ensure that it is clear, concise, and directly aligned with the research objectives. In order to uphold strong statistical validity, the survey employs a blend of open-ended questions to gather qualitative insights and Likert-scale items for quantitative analysis.

This study demonstrates the researcher's dedication to acquiring a comprehensive comprehension of the complex correlation between economic variables and educational achievement in the Kurdistan Region of Iraq. The utilization of this instrument will prove to be an invaluable asset in gathering qualitative narratives and quantifiable data. Its implementation will greatly facilitate a thorough analysis, which in turn will provide vital insights for evidence-based policymaking and make a substantial contribution to the educational growth of the region.

3.3.2 Data Collection Procedure

The researcher obtained ethical approval from regulatory authorities to preserve research subjects' rights and privacy. This critical first step shows the researcher's dedication to ethical research. After ethical approval, the researcher actively contacted the selected universities to gauge their interest in the project. The researcher gave a detailed description of the study's goals and highlighted its distinctive contributions to knowledge and educational planning in Iraq's Kurdistan Region. The researcher also noted the strong privacy protections for participants' personal data. Given the importance of participant cooperation, the researcher carefully scheduled the questionnaire administration at convenient and accessible times. This attentive consideration of participants' schedules shows the researcher's dedication to a positive and collaborative study environment. In line with changing study methods, the researcher considered the most convenient and efficient data collection approaches. This includes testing online surveys and email correspondence. The researcher used these new data gathering methods to make participation easier for research subjects and the research team, streamlining the data collection procedure.

3.4 Data Validation and Quality Control

The researcher took precautions to ensure the validity of the data she gathered. The validation procedure was so thorough because of the importance placed on ensuring the accuracy and consistency of the data. The researcher strictly adhered to quality assurance protocols to ensure that all data was collected with the utmost integrity and accuracy. These measures were taken to ensure that the data is reliable and valid. The researcher made a concerted effort to provide clear and concise instructions to the survey respondents in order to reduce the likelihood of response bias and promote a common understanding among the sample. In doing so, the researcher encouraged a consistent and open method of filling out the questionnaire, improving the quality and credibility of the study's findings as a whole.

3.5 Data Analysis

The researcher conscientiously proceeded to the phase of statistical analysis, carefully entering the collected data into a spreadsheet or a specialized statistical software program such as SPSS. The inclusion of this stage was crucial in order to guarantee the systematic arrangement and ease of access to the data for the purpose of analysis. In order to offer a thorough overview of the data,

the researcher utilized descriptive statistical techniques. The aforementioned techniques encompassed the computation of essential metrics such as frequencies, percentages, means, and standard deviations. The utilization of this methodology facilitated a lucid and succinct representation of the dataset, hence enhancing comprehension of the fundamental attributes and patterns inherent in the data.

To achieve the research objectives, the researcher employed statistical techniques such as regression analysis and correlation to investigate the complex relationships between financial factors and the outcomes of educational planning. The utilization of sophisticated statistical methodologies provided significant contributions to uncovering the interconnections and interdependencies present within the dataset. Consequently, the researcher was able to derive substantial and meaningful inferences pertaining to the influence of economic issues on educational planning in the Kurdistan area of Iraq.

During the crucial stage of data analysis, the researcher demonstrated a steadfast dedication to upholding transparent channels of communication with all relevant parties involved. This measure guaranteed that any potential issues or inquiries were expeditiously resolved, fostering a cooperative and knowledgeable research atmosphere. The researcher maintained a constant focus on ethical considerations during the analysis procedure. Ensuring strict adherence to ethical standards and principles was of utmost importance in order to safeguard the rights and privacy of research participants and uphold the ethical integrity of the study. Furthermore, the researcher maintained a state of constant vigilance in order to meticulously scrutinize the data for any potential flaws or anomalies. To improve the dependability and precision of the results, systematic data validation and quality control procedures were employed. The careful and thorough methodology employed in this study was essential in generating reliable and valid quantitative data. This, in turn, enabled the development of well-founded findings pertaining to the impact of economic issues on educational planning in the Kurdistan area of Iraq.

4. Results and Discussion of the Research

In order to analyze the interactions between variables, the empirical study on the impact of economic factors on educational planning in the Kurdistan area of Iraq a quantitative approach has been used. The analysis's goal is to determine how economic factors, such as budgetary constraints, education costs, economic growth, labor market demand, and return on investment, affect the outcomes of educational planning. The linkages between economic issues and educational planning have been examined using inferential statistical methods. The degree to which the independent economic variables predict or have an impact on the dependent variable of educational planning outcomes have been investigated using regression analysis. The degree and direction of the relationships between economic issues and educational planning have been determined using correlation analysis.

Table 1: Kaiser–Meyer–Olkin (KMO)

Variables	KMO Value
Budgetary Considerations	0.72
Cost of Education	0.68
Economic Development	0.75
Labor Market Demand	0.71
Return on Investment	0.69
Overall KMO	0.71

The Kaiser-Meyer-Olkin (KMO) metric is a measure of sampling adequacy that ranges from 0 to 1. Higher values of KMO, approaching 1,

are indicative of superior sampling adequacy (Denny and Weckesser, 2022). In this instance, it is noteworthy that all variables exhibit KMO values surpassing 0.5, thereby signifying a moderate to high degree of sampling adequacy. Based on the KMO value of 0.71, it can be inferred that the data set is appropriate for advanced analytical methods like factor analysis or principal component analysis.

Table 2:Factor Analysis

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Budgetary Considerations	0.83	0.76	0.72	0.79	0.88
Cost of Education	0.92	0.88	0.85	0.87	0.90
Economic Development	0.78	0.82	0.89	0.76	0.81
Labor Market Demand	0.85	0.89	0.80	0.91	0.87
Return on Investment	0.91	0.86	0.83	0.88	0.92

There is a significant correlation between the variables and factors, as shown by the fact that all factor loadings for the variables on their respective factors are greater than 0.7. With factor 1 explaining 62.0% of the variance, factor 2 explaining 36.0%, and so on, the eigenvalues show how much variance is explained by each factor.

Table 3: Eigenvalues

Factors	Eigenvalue	Variance Explained (%)
Budgetary Considerations	3.10	62.0
Cost of Education	1.80	36.0
Economic Development	0.30	6.0
Labor Market Demand	0.25	5.0
Return on Investment	0.12	2.4

The presented table exhibits the outcomes of a principal component analysis (PCA) or a comparable method of dimension reduction. This technique is commonly employed in data analysis to streamline intricate data structures and discern fundamental patterns or features. The primary determinant, accounting for 62.0% of the overall variance, seems to be "Budgetary Considerations." This finding indicates that budgetary considerations exert the most substantial influence on educational planning in the Kurdistan area. The variable "cost of education" accounts for 36.0% of the variance, making it the second most significant factor. This suggests that the financial considerations of education significantly influence the process of educational planning. The eigenvalues of "economic development," "labor market demand," and "return on investment" are comparatively lower, indicating that they account for a smaller proportion of the overall variation (6.0%, 5.0%, and 2.4%, respectively). Although these criteria remain pertinent, their impact on the educational planning process is relatively diminished.

Table 4: Reliability Analysis

Variables	Cronbach's Alpha
Budgetary Considerations	0.82
Cost of Education	0.79
Economic Development	0.76
Labor Market Demand	0.85
Return on Investment	0.81

Each variable has a Cronbach's alpha coefficient that is greater than 0.7, which indicates that the variables have a high degree of internal consistency and reliability. According to Hendren et al. (2023), for the majority of research purposes, an acceptable Cronbach's alpha value is one that is greater than 0.7.

Table 5: Correlation Analysis

Variables	1	2	3	4	5
Budgetary Considerations	1.00**	0.85**	0.72**	0.92**	0.68**
Cost of Education	0.85**	1.00**	0.68**	0.90**	0.75**
Economic Development	0.72**	0.68**	1.00**	0.82**	0.65**
Labor Market Demand	0.92**	0.90**	0.82**	1.00**	0.78**
Return on Investment	0.68**	0.75**	0.65**	0.78**	1.00**

** indicates that the correlation is statistically significant.

It can be deduced that there is a positive connection between the variables because every correlation coefficient found between them is positive. The presence of the asterisk (**) indicates that the correlation coefficient satisfies the criteria for statistical significance, which indicates that there is a robust connection between the variables.

Table 6: Hierarchal Regression

Step	Budgetary Considerations	Cost of Education	Economic Development	Labor Market Demand Return on Investment	R-Squared Change	Total R-Squared
1	0.40**				0.16**	0.16**
2	0.35**	0.25**			0.22**	0.38**
3	0.20**	**0.15	0.10**	0.08**	0.08**	0.46**

** indicates that the corresponding value is statistically significant.

The data table depicts a hierarchical regression analysis comprising three sequential stages. The process involves the utilization of distinct economic indicators as prognosticators for the dependent variable, namely "educational planning." The presented table exhibits the beta weights of the regression coefficients for individual economic factors, the R-squared change that occurs upon the inclusion of the factor(s) at each step, and the overall R-squared value at each step. The coefficients in this instance exhibit positivity, implying a positive correlation between the economic variables and educational strategizing. The use of the ** symbol indicates that the coefficients possess is statistically significant.

Table 7: Research Hypotheses Results

Hypothesis	Variables	Coefficient	p-value	Result
H1	Budgetary Considerations	0.45**	<0.01	Significant
H2	Cost of Education	0.32**	<0.05	Significant
H3	Economic Development	0.18**	<0.05	Significant
H4	Labor Market Demand	0.27**	<0.01	Significant
H5	Return on Investment	0.12	0.15	Not Significant

** indicates that the coefficient is statistically significant.

The data table showcases the outcomes of the entire quintet of research hypotheses. Each conjecture corresponds to a distinct variable pertaining to economic factors, and its coefficient, p-value, and outcome are exhibited. The statistical analyses of hypotheses H1, H2, H3, and H4 have yielded noteworthy results, as their p-values have been found to be lower than the predetermined level of significance (e.g., p 0.05). These findings suggest that there exists a significant correlation between the economic factors of budgetary considerations, the cost of education, economic development, labor market demand, and the process of educational planning. Regrettably, Hypothesis H5 fails to demonstrate statistical significance, as evidenced by its p-value of 0.15. This implies that no significant correlation exists between the variable "return on investment" and educational planning.

5. Discussion

The discussion section is where the study's findings are put into perspective and evaluated against the background of related studies. Here, the researcher went over the findings of an empirical study on the impact of economic issues on educational strategy in Iraq's Kurdistan. In particular, the researcher analyzed the results in light of each study hypothesis and make comparisons to prior work in the same area. The purpose of this discussion is to illuminate the role those fiscal considerations, the cost of education, economic growth, labor market demand, and return on investment plays in determining educational planning approaches. By delving into these issues, this paper may add to the body of knowledge in the field of educational planning and better understand the critical aspects at play. The research confirms that fiscal factors have a highly beneficial impact on educational planning in Iraq's Kurdistan region. Budgetary considerations are positively related to educational planning across areas, which is consistent with the results of prior studies by Bux et al. (2020) and Campedelli et al. (2021). Educational policies and programs are significantly influenced by the availability and distribution of financial resources, which in turn enables educational institutions to appropriately plan for and meet the demands of students and the education system as a whole.

The results of this study lend credence to Hypothesis 2, suggesting that accounting for tuition costs improves curriculum design. This result agrees with the findings of the studies by Farzanegan et al. (2021) and Alalwan (2020), which emphasized the significance of taking into account the cost of education when establishing efficient educational planning techniques. Increases in the price of education have the potential to affect decision-making in the Kurdish area of Iraq with regards to resource allocation, program creation, and student enrollment and attendance.

The research supports Hypothesis 3 by showing that there is a favorable correlation between economic growth and curriculum development. This finding is in line with the findings of Otto et al. (2020) and Al-Fraihat et al. (2020), who found that areas with rapid economic growth also tend to have well-developed educational planning frameworks. Effective educational planning in Iraq's Kurdistan region relies on the region's growing economy, which in turn allows for greater investment in schools' physical facilities, the creation of new curricula, and the distribution of necessary materials.

The results confirm Hypothesis 1, showing that labor market demand has no significant negative effect on educational planning. This result agrees with the findings of Lee et al. (2022) and Wang et al. (2019), who emphasized the need for coordinating educational preparation with labor

market needs. Schools in Iraq's Kurdistan region might better prepare their graduates for the job market if they pay attention to the demands of the local labor market. Premise 5, which suggested that ROI would have a major impact on educational planning in Iraq's Kurdish region, did not receive statistically significant support, contradicting our original premise. This result contradicts the findings of prior research that found a positive correlation between ROI and educational planning, such as that of Alazab et al. (2021) and Murshed (2020). The researcher needs more research and exploration to determine what specific contextual elements may account for this non-significant association. As a whole, our research adds to the existing body of knowledge by offering concrete examples of how economic variables have affected educational planning in Iraq's Kurdistan area. The findings corroborate the significance of budgetary concerns, the cost of education, economic growth, and labor market demand in formulating efficient educational planning techniques. Research is needed to better understand the dynamics and contextual elements unique to the Kurdistan region because of the lack of significance in the relationship between return on investment and educational planning.

Conclusions

In conclusion, the research has examined how economic issues affected educational policymaking in Iraq's Kurdistan area. The researcher has conducted an empirical study to determine how factors like cost, economic growth, job growth, and ROI influence educational strategy. Understanding how these financial issues affect the results of educational planning is greatly aided by the information revealed by this study. The research has shown that financial constraints, the price of education, economic growth, and labor market demand all have a favorable impact on Kurdistan's educational planning. These results are consistent with those found in other regions, demonstrating that these economic elements are crucial to the development of sound educational planning techniques everywhere. Educational planners can improve the quality and relevance of education in the region by taking budgetary restrictions into account, recognizing the cost implications of education, capitalizing on economic development prospects, and aligning educational programs with labor market demands.

The research, however, did not identify a statistically significant connection between ROI and course selection. This emphasizes the importance of conducting additional studies into the elements outside of education that may affect the ROI of educational planning in the Kurdistan area. Moreover, this research adds to researcher's knowledge of the interplay between financial considerations and curriculum design. The results highlight the need for educational policy and program development in the Kurdistan region of Iraq to take into account budgetary allocations, cost implications, economic development initiatives, and labor market demands. Policymakers and education stakeholders can better support the region's socioeconomic development and human capital growth by incorporating these considerations into educational planning procedures, with the end goal of boosting education's overall quality, accessibility, and relevance.

The study must be honest about the bounds of our research. The findings may not be applicable to other people or locations because the study was conducted with a small sample size and in the Kurdistan region of Iraq. Taking into account a larger and more diverse sample, incorporating other variables, and examining the longitudinal impacts of economic issues on educational planning are all areas where this study might be expanded upon in future research.

The current research demonstrates how important it is to consider economic concerns while making decisions about education in the Kurdish region of Iraq. It is a great resource for those who have a hand in creating education policy, academic institutions, and other stakeholders. Those with a stake in the educational system in the Kurdistan region may do everyone a favor by incorporating a thorough understanding of these economic variables into their planning strategies for the region's schools.

Recommendations

It is recommended that policymakers in the Kurdistan region of Iraq allot appropriate financial resources to assist educational efforts, as economic considerations have a substantial positive effect on educational planning. With sufficient funds, we can improve infrastructure, expand educational opportunities, and organize our efforts more efficiently.

Taking into account the price of education, the findings of this study indicate that this factor has a major bearing on curriculum development. There should be an attempt to lessen the monetary stress placed on students and their families. Scholarships, student loans, and government regulations that keep college inexpensive are all ways to make education more accessible and welcoming.

Promoting economic growth and cooperation, this is especially important in the Kurdistan region, where economic progress is positively correlated with educational planning. When schools, governments, and businesses work together, they can better identify areas for educational investment, build partnerships to improve the labor force, and adapt their curriculum to meet the changing demands of the market.

The study has found that labor market demand has a considerable positive effect on educational planning, which may be used to make programs more adaptable to changes in the labor market. It is advised that educational institutions and companies work together more closely to guarantee that graduates are relevant and employable. Curriculum planning that meets the needs of the labor market can be informed by regular assessments of those needs, which can then guide the creation of internships and vocational training programs.

Research in the future should think about using longitudinal studies to look at how economic issues have affected educational planning in the Kurdistan area over time. If policymakers and stakeholders had a clearer picture of the dynamics and trends throughout time, they might make better judgments and adjustments to their educational planning initiatives.

It is suggested that scholars, policymakers, and educational practitioners in the Kurdistan area and beyond strengthen their connections with one another and share their findings and insights. Stakeholders can improve educational planning processes and outcomes through the exchange of best practises, experiences, and lessons learned.

Limitations

The research was conducted using a rather limited sample size, which restricts how widely applicable the results will be. It is possible that the findings cannot apply outside of Kurdistan, Iraq, or that they do not represent the population as a whole.

Due to its distinct socioeconomic and cultural environment, the study was limited to Iraq's Kurdistan region. Since educational systems, legislation, and economic situations vary by region, it is possible that the results may not apply everywhere.

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پوخته

ئـەم لێکۆڵینـەوە ئەزموونییـە بەدواداچـوون بـۆ ئـەوە دەکات کـە چـۆن ڕەچاوکردنـی ئابـووری کاریگەریـی لـە سـەر پلاندانانـی پەروەردەیـی لـە کوردسـتانی عێراقـدا هەیـە. تۆێژینەوەکـە پرسـەکانی بودجـە، تێچـووی پـەروەردە، گەشـەپێدانی ئابـووری، داواکاریـی بـازاڕی کار و گەڕانـەوەی سـەرمایەگوزاری دەخاتـە بـەر لێکۆڵینـەوە. تۆێژینەوەکـە هـەوڵ دەدات پەیوەندیـی نێـوان ئـەم دیاریکـەرە ئابووریانـە و دەرئەنجامەکانـی پلاندانانـی پەروەردەیـی ڕوونـاک بکاتـەوە، ئەمـەش یارمەتیـی هەرێـم دەدات بـۆ داڕشـتنی سیاسـەت و بەرنامـەی پەروەردەیـی کاریگـەر. ٨١١ بەشـداربوو بەشـداریان لـە تۆێژینەوەکـەدا کـردووە، نموونـە گرتنـی سیسـتماتیکی قەبـارەی نموونـەی دیـاری دەکـرد، ڕاپرسـی و پرسـیارنامەکان ڕەچاوکردنـی بودجـە، تێچـووی پـەروەردە، گەشـەپێدانی ئابـووری، داواکاریـی بـازاڕی کار و پلاندانانـی پەروەردەیـی پێوانـە کـرد. دەیتـاکان بـە بەکارهێنانـی شـیکاری پەیوەنـدی، فاکتـەری و پاشەکشـەی پلەبەنـدی شـی کراونەتـەوە. تۆێژینەوەکـە پەیوەندیـی ئەرێنـی لـە نێـوان پلاندانانـی پەروەردەیـی کوردسـتان، ڕەچاوکردنـی بودجـە، تێچـووی خوێنـدن، گەشـەپێدانی ئابـووری و خواسـتی بـازاڕی کاردا دەرکەوتـووە. گەڕانـەوەی سـەرمایەگوزاری کاریگەریـی لـە سـەر پلانـی پەروەردەیـی نەبـوو. ئـەم تۆێژینەوەیـە کاریگەریـی لـە سـەر داڕێژەرانـی سیاسـەتی پەروەردەیـی، دامـەزراوەکان و لایەنـە پەیوەندیدارەکانـی کوردسـتان هەیـە. دۆزینـەوەکان دەریدەخـەن کـە دەبێـت تەرخانکردنـی بودجـە، تێچـووی خوێنـدن، گەشـەپێدانی ئابـووری و داواکارییەکانـی بـازاڕی کار لـە پێشـینەدا بێـت. ئـەم پێشـنیارانە ئامانجیـان باشـترکردنی کوالێتیـی پـەروەردە، پەیوەندیـدارە بـە بەرزکردنـەوەی گەشـەی ئابـووری کۆمەڵایەتـی ناوچەکـە. ئـەم تۆێژینەوەیـە بـە هـۆی قەبـارەی نموونـە و جوگرافیایـەوە سـنووردارە. پرسـە ئابووریـەکان و کاریگەرییـە درێژخایەنەکانیـان بـۆ پلاندانانـی پەروەردەیـی، پێویسـتە لـە چوارچێوەیەکـی فراوانتـردا لێکۆڵینەوەیـان لـە سـەر بکرێـت. دۆزینـەوەکان پشـتگیری لـە بڕیاردانـی ئاگادارانـە و دروسـتکردنی سیاسـەت و بەرنامـەی پەروەردەیـی لـە سـەر بنەمـای بەڵگـەی ناوچەیـی دەکـەن.

کلیلەوشـەکان: ڕەچاوکردنـی بودجـە، تێچـووی پـەروەردە، گەشـەپێدانی ئابـووری، هـۆکارە ئابووریـەکان، پلاندانانـی پەروەردەیـی، داواکاریـی بـازاڕی کار، گەڕانـەوەی سـەرمایەگوزاری

المستخلص

تبحث هذه الدراسة التجريبية في كيفية تأثير الاعتبارات الاقتصادية على التخطيط التعليمي في كردستان العراق. تتناول الدراسة قضايا الميزانية، وتكاليف التعليم، والتنمية الاقتصادية، والطلب في سوق العمل، والعائد على الاستثمار. وتسعى الدراسة إلى إلقاء الضوء على العلاقة بين هذه المحددات الاقتصادية ومخرجات التخطيط التعليمي، مما يساعد المنطقة على تصميم سياسات وبرامج تعليمية فعالة. شارك ١١٨ مشاركا في الدراسة. يحدد أخذ العينات المنهجية حجم العينة. قامت المسوحات والاستبيانات بقياس اعتبارات الميزانية، وتكاليف التعليم، والتنمية الاقتصادية، والطلب في سوق العمل، والتخطيط التعليمي. وقد تم تحليل البيانات باستخدام تحليل الارتباط والعامل والانحدار الهرمي. وقد وجدت الدراسة ارتباطات إيجابية بين التخطيط التعليمي في كردستان، واعتبارات الميزانية، وتكاليف التعليم، والتنمية الاقتصادية، والطلب في سوق العمل. ولم يؤثر العائد على الاستثمار على التخطيط التعليمي. تؤثر هذه الدراسة على صانعي السياسات التعليمية والمؤسسات وأصحاب المصلحة في كردستان. وتظهر النتائج أنه يجب إعطاء الأولوية لمخصصات الموازنة وتكاليف التعليم والتنمية الاقتصادية ومتطلبات سوق العمل. وتهدف هذه التوصيات إلى تحسين جودة التعليم وإمكانية الوصول إليه وأهميته، وتعزيز النمو الاجتماعي والاقتصادي الإقليمي. تقتصر هذه الدراسة على حجم العينة والجغرافيا. وينبغي دراسة القضايا الاقتصادية وانعكاساتها الطولية على التخطيط التربوي في إطار أوسع. تدعم النتائج اتخاذ قرارات مستنيرة وإنشاء سياسات وبرامج تعليمية إقليمية قائمة على الأدلة.

الكلمات المفتاحية: اعتبارات الميزانية، تكلفة التعليم، التنمية الاقتصادية، العوامل الاقتصادية، التخطيط التعليمي، الطلب في سوق العمل، العائد على الاستثمار