

Research on Higher Education Resource Allocation Imbalance Phenomenon --Based on the Perspective of Educational Supply and Demand

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Abstract: *Since the reform and opening up, my country's higher education has achieved great achievements. Higher education has become popular from elite and popularization. However, there are still imbalance between regional, inter-school and disciplines, and urban and rural areas. For resource allocation imbalance phenomenon, respectively from the supply and demand contradiction, personal needs, the education opportunities and so on, puts forward the optimization strategy of higher education resource allocation. And through the perspective of economics of education view resource allocation problems, so as to further promote the development of high quality of education.*

Keywords: *Higher education; The allocation of resources; imbalance; The supply and demand*

1. Introduction

Since the reform and opening up, my country's higher education has achieved great achievements. With the expansion of higher education in 1999, my country's higher education has gradually moved from elite to popularization. In this context, the balanced development of pursuing "quality" and "quantity" has always been a matter of focusing on people. In the process of popularization of higher education, the configuration of higher education resources, especially high-quality higher education resources, will directly affect the high-quality development of higher education. At present, the existing research in view of the stages of basic education and higher education, more and more involved in education resources imbalances and the problem of resource allocation efficiency. For the imbalanced development of educational resources in the compulsory education stage, many scholars have conducted research on uneven problems in urban and rural educational resources, such as research on social flow^[1]; some scholars have also conducted detailed research on the unbalanced allocation of urban and rural compulsory education material resources^[2]. In the field of higher education, the DEA model is established to analyze the efficiency of resource allocation of higher education in my country's provinces^[3]; some scholars also analyze the relationship between my country's education supply and demand through the theory of supply and demand^[4].

It can be seen from this that the research on the unbalanced allocation of higher education resources mostly focuses on efficiency. Therefore, this paper will analyze the unbalanced phenomenon of higher education resource allocation from the perspective of education supply and demand, re-look at the problem of resource allocation from the perspective of educational economics, and hope to promote the balanced development of higher education resource allocation by putting forward corresponding countermeasures, so as to further promote the high-quality development of education.

2. Concept Definition and Basic Theory

2.1. Higher education resource allocation

By consulting the Education Dictionary (1998), a general explanation about educational resources is obtained: educational resources are also called "educational economic conditions". It is the human, material, financial, information technology and other resources necessary for the realization of educational activities, that is, the sum of higher education human resources, material resources, financial resources, information technology resources and mechanism resources. Higher education resources refer to the general term of various tangible and intangible resources invested by the whole society to ensure the smooth development of higher education and teaching activities. Because

intangible resources are difficult to quantify and identify, the higher education resources referred to in this article mainly refer to tangible higher education resources, including human, material and financial resources.

Some scholars have divided the allocation of higher education resources into a broad sense of higher education resource allocation and a narrow sense of higher education resource allocation. Among them, the allocation of higher education resources in a broad sense refers to the allocation of higher education resources such as human, material and financial resources among various regions and schools; the allocation of higher education resources in a narrow sense refers to the allocation of financial resources.^[5]

2.2. Higher education needs

In economics, demand refers to the quantity of goods that consumers are willing and able to buy at each price level in a certain period of time. In economics, "need" and "demand" are two different concepts. "Need" reflects a desire of people, and "demand" is a need that takes into account constraints and has the ability to pay. Or understand that needs and needs are a progressive relationship.

Educational demand is not a purely economic category, not only has certain economic significance, but also includes social significance. Specifically, it refers to the needs of society and individuals to have the ability to pay for education. According to the main division of educational needs, it is further divided into educational social needs and educational individual needs.^[6]

Similarly, higher education demand is also divided into higher education social demand and higher education individual demand according to the main body of demand. Specifically, it can be defined as the need for countries, enterprises and individuals to have purchasing power for higher education. It is the unity of the desire to obtain the opportunity or product of higher education and the ability to pay of higher education.^[7]

2.3. Higher education supply

In economics, supply is the quantity of a commodity that producers are willing and able to offer for sale at various possible prices in a certain period of time.

Education supply refers to the opportunities that various schools and educational institutions at all levels in a country or region can provide to the educated in a certain period of time. In terms of educational opportunities, it also includes educational opportunities provided by non-formal educational institutions, such as adult education and on-the-job training.

The supply of higher education refers to the educational opportunities or educational products that the higher education system is willing and able to provide under certain social conditions. The supply of higher education also includes the supply of higher education opportunities and the supply of higher education products, that is, the supply of higher education includes education opportunities for individuals and high-level specialized talents cultivated for the society.^[8]

From a conceptual point of view, whether it is supply or education supply, higher education supply, they all emphasize the desire of producers to sell and the ability to provide. Therefore, these two are necessary conditions to constitute supply.

3. Analysis on the Unbalanced Phenomenon of Higher Education Resource Allocation

3.1. Unequal distribution of higher education resources across regions

There is a large gap in higher education resources between poor areas in the central and western regions and economically developed areas, which has always been a key problem to be solved in my country. At present, the western, central and eastern regions of my country are developing in a step-like manner in terms of economic development level, educational development level and higher education resource occupation. Among them, the imbalance of higher education resources can be embodied in the distribution of higher education universities, the investment in higher education funds, the distribution of key institutions and key disciplines, etc.

From the perspective of the social needs of higher education, along with the rapid development of the economy, society and science and technology, the demand for relevant professionals in various

sectors of society is becoming more and more urgent. In terms of talent training in the central and western regions, due to the backward economic development, it is unable to attract high-quality educational resources, so there is a large gap in the quality of talent training compared with economically developed regions. The types of talents cultivated by schools are relatively single and lag behind the market demand. Therefore, on the one hand, the supply of higher education talents in the central and western regions cannot meet the local demand for talents, which will hinder the economic development of the central and western regions. On the other hand, the talent supply does not match the talent demand of the whole society.

Therefore, under such a situation of imbalance between supply and demand of higher education, the existing doubts about the quality of talents supplied by the central and western regions have been deepened by various industries in the society, which will lead to a relative decline in the social demand for higher education products in the central and western regions. On the basis of the declining demand for higher education products in the central and western regions, not only the society but also the country will also consider the proportion of higher education resources input in the central and western regions. This shows that the high-quality resources of higher education are biased towards the construction of key universities and key disciplines in developed areas, and this tendency will intensify with the imbalance of supply and demand of higher education, and even become a vicious circle.

3.2. Unequal distribution of higher education resources among universities and disciplines

The imbalance of higher education resources exists not only among regions, but also among universities of higher learning. Although the number of colleges and universities in my country is huge, there is a big gap in the development of colleges and universities, and the distribution of higher education resources is even more uneven. For example, resources have a large proportion in the allocation of double-first-class universities and key disciplines. From the perspective of individual needs of higher education, with the expansion of higher education and the generalization of high-quality higher education resources, not only the educated themselves have a greater demand for high-quality higher education resources, but also the family's demand for high-quality higher education resources is getting stronger. On the other hand, the employment demand orientation of prestigious schools in society also affects the educational demand preference at the individual level.

This demand drives the preference of educated or parents in choosing schools to be more inclined to key colleges and disciplines. In the context of strong individual demands for higher education, higher education resources are also more inclined to invest in the construction of key universities and key disciplines. Meet the needs of society in higher education. Therefore, the imbalance of higher education resources across schools and disciplines will increase with the increase of individual demand for high-quality resources.

3.3. Unequal distribution of higher education resources between urban and rural areas

The phenomenon of unbalanced higher education resources also generally exists between urban and rural areas, which is embodied in the aspect of higher education enrollment opportunities. Differences in higher education access opportunities between urban and rural areas are both quantitative and qualitative. Quantitatively, tertiary enrollment opportunities have increased between urban and rural areas, but tertiary enrollment opportunities in urban areas tend to outpace rural ones. For example, gaokao candidates who have obtained the same score have "same score but different fate" due to the restriction of their household registration. In terms of quality differences, urban students are more likely to study in popular schools and majors, while rural students mostly study in low-level schools and unpopular majors. From the perspective of personal needs, it is not that rural students are unwilling to choose "popular", but that once they choose, they will be eliminated. Therefore, out of the consideration of "going to school", personal needs can only be reduced to "guarantee", and "going to school" has become a luxury. From this, we can see that the more unbalanced the supply of higher education opportunities between urban and rural areas, the more it will drive the reduction of personal demand, which will lead to the gradual accumulation of unfair attitudes among educated people, forming a vicious circle. This will not only affect the formation of personal correct values, but may even lead to bad public opinion orientation, which in turn affects the development of higher education.

In addition, judging from the reality of filling in the college entrance examination, a considerable number of students have missed out on colleges and universities that match their abilities due to inappropriate filling, and most of these students are from rural areas. Analyzing the reasons, the supply

of such service resources tends to be more inclined to developed cities due to the state or society. Urban students are more likely to obtain high-quality registration services than rural students, which is even more unfair to rural students. Rural students are not lacking in demand, but more limited by resources. Therefore, the educational opportunities of rural students have been unbalanced since the beginning of the examination.

4. Optimizing Strategies of Higher Education Resource Allocation

4.1. Adjust the contradiction between supply and demand and break down regional barriers

In the face of the mismatch between the supply of higher education products and the social demand in the central and western regions, we should focus on the requirements of talent training in the central and western regions, and focus on improving the quality of talent training in the use of tight financial input and social donations, so as to prevent the waste of scarce resources.

On the one hand, consider the needs of the regional economy and market orientation, and integrate with the market in professional settings and training models. On the other hand, increase the construction of key universities and key disciplines in the central and western regions, so that a group of key universities and key disciplines can meet the needs of the society and the country for high-level talents, and further enhance the social needs of higher education, and attract the key attention of the country and various industries in the society to strengthen the investment in higher education resources in the central and western regions. Therefore, strengthening the key construction with limited resources to enhance the social demand of higher education and making it a virtuous circle is an effective way to break the barriers of resource regions.

4.2 Guide individual needs and solve the unbalanced predicament of inter-school and disciplinary higher education resources

For the needs of the educated and their families, on the one hand, the educated should strengthen their understanding of their own personality and development, and give play to their subjective initiative. On the other hand, family education should be strengthened to make parents realize the subjectivity of educated, guide families to have multiple choice demands for education, so that the demands are not limited to key universities and key disciplines, and change the solidified thinking of families so as to form a correct view of school choice. This requires each institution of higher learning to have its own characteristics and provide the maximum to meet the learning demands and personalized needs of the educated for the choice of parents and educated, but also to find the development potential and interest of the educated, so that each educated can choose their own institutions instead of blindly pursuing famous schools.

In addition, through the establishment of a moral and ability-oriented talent utilization mechanism, the social employment mode will be changed, and the comprehensive ability of individuals will be examined in an all-round way. By relaxing the threshold to provide equal opportunities for competition, and truly implement the job demand orientation, so as to further guide the diversification of individual educational needs. At the same time, through the guidance of public opinion to standardize the education and family's understanding of school choice.

Therefore, correct guidance of individual needs from the level of institutions and society is the key to enabling families and educated people to form a correct view of school choice, and to solve the unbalanced dilemma of inter-school and disciplinary higher education resources.

4.3 Balance educational opportunities and bridge the gap between urban and rural higher education resources

The government plays a key role in balancing educational opportunities. In the formulation of higher education resource allocation policy, although the absolute equilibrium of resource allocation cannot be achieved, the government can establish corresponding compensation mechanism to compensate for the unfair treatment of educated or increase the channels of opportunity choice of educated in terms of relative equilibrium. Increase the publicity of higher education to make the concept of "hot" fade in people's minds, gradually guide urban students to truly realize their needs, or encourage students to study abroad, so as to leave more "quality" educational opportunities for rural students and try to make up for the gap between urban and rural higher education resources.

In terms of access to higher education opportunities, the government and society should pay attention to the relevant service work of rural students' volunteer application, increase the service channels, let rural students accurately seize the opportunity to receive education, and break the unbalanced bottleneck of higher education resources distribution.

5. Conclusions

Educational equity has become an important symbol to measure the level of educational development of a country. For the development of higher education, the guarantee of educational resources at all levels and aspects is the guarantee of the balanced development of higher education, which is the objective prerequisite to promote educational equity. In the face of the unbalanced allocation of higher education resources, this paper makes an in-depth analysis from the perspective of education supply and demand, on the one hand, it considers the allocation of resources according to the real social needs and strives to achieve dynamic balance; on the other hand, considers the needs of multiple subjects, formulates policies, strengthens supervision, and forms a virtuous circle of balanced resource allocation.

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