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### RESEARCH ON THE BALANCE OF UNIVERSITY EDUCATION REFORM FROM THE PERSPECTIVE OF SUPPLY-SIDE REFORM

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# Research on the Balance of University Education Reform from the Perspective of Supply-side Reform

Ming JI<sup>1</sup>, Jidan ZHI<sup>2</sup>, Wei LIU<sup>3</sup>

## Abstract

In order to maximize the benefits of the national economy's macro-distribution and redistribution of educational resources, it is necessary to solve the problem of the optimal and reasonable allocation in the education system. Whether it takes the form of urban and rural education regional community, compulsory education school district system, teacher community, and so on, it must be based on the distribution of high-quality resources. Educational resources are limited, and new resources cannot be wasted due to reintegration. Therefore, the government must implement macro-control, seriously conduct investigations and feasibility studies, and adopt relatively reasonable allocations to achieve a relatively balanced target for limited educational resources. The balance of educational resources is not only the core of China's higher education development, but also the key to the good development of each university in China. This article analyzes and studies the balance of higher educational resources in China from the perspective of supply side, from the extension of supply side reform in higher education, the analysis of the balance of higher educational resources, and the optimization of balance of higher education resources. Making in-depth research, this paper points out the problems in the balance reform of higher education resources in China from the supply side, and reasonably put forward the relevant approaches of equity in Education.

*Keywords:* higher education, education resources, supply side reform, reasonable allocation.

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## Introduction

Since the beginning of the 21st century, the development of science and technology in the world has been on the rise, science and technology are the characteristics of the primary productive force. In particular, the development of information technology has enabled the world to enter the global village, and the Internet has effectively bridged the information gap among countries and allowed educational resources. As Marx said, "Science is a revolutionary force that has promoted history." At the same time, the progress of science and technology is inseparable from the effective allocation of knowledge. When knowledge and talents become the most critical economic resources, education has become the primary driving force to enhance the country's comprehensive strength. The development of education has naturally become a country participating in international competition (Segura & Jere, 2016). The increasingly deepening process of economic globalization, the rapid development of new science and technology, the advent of the knowledge economy, and the impact of the Internet economy under the wave of informatization have brought new challenges to education in countries around the world. The advancement of science and technology cannot have separated from social equity and a harmonious social environment. Among the many demands for social equity, as a feasible social equity, educational equity is closely related to the state, society, and individuals. Educational equity is not only an effective measure for the international community to cope with the division of wealth between the rich and the poor, but also the cornerstone of achieving social equity and maintaining social harmony (Sawatzki, Downton, & Cheeseman, 2018). It is also an important guarantee for citizens to safeguard their personal rights to survival.

The concept of "supply-side structural reform" has become a hot topic in recent years once it was proposed, General Secretary Xi Jinping at the Central Economic and Financial Leadership Conference first proposed this concept on November 10, 2015. General Secretary Xi Jinping made it clear at the meeting that "we must strive to improve the quality and efficiency of the supply-side structural reform system while expanding the total demand of the society." At present, China's education is at a stage of rapid transformation from "demand-side pull" to "supply-side push", and the rapid economic development has also provided new opportunities for the further optimization of China's higher education resource allocation. By 2014, the number of universities in China, and the number of students in universities has ranked first in the world. The gross enrollment rate of universities has reached 37.5%, which has reached the popularization level of higher education (Cuthbert, & Molla, 2015). However, after the basic needs are met, as China's economy enters the new economic normal, the contradiction between the supply and demand of higher education resources is intensified, and the imbalance in the distribution structure of colleges, the uneven quality of talent training, and the efficiency of running schools have followed. Therefore, in the

context of supply-side reform, it is urgent to optimize and improve the current situation of higher education resource allocation.

Education is the main means to promote the accumulation of human resources and the advancement of knowledge. The educational development means the improvement of future economic competitiveness. Developing countries have long been unable to shake off their economic backwardness and poverty. In addition to factors caused by unequal conditions in the historical and actual international order, backward education is also an important reason. Educational backwardness is mainly manifested as educational inequity, which is manifested not only by lack of educational awareness, lagging educational level, unequal educational resources, lack of educational guarantee, but also by the low quality and efficiency in the implementation of education. These educational inequalities directly affect the improvement of the number and quality of the educated groups (Enderle, 2018). As a result, on the one hand, the shortage of high-quality laborers who have mastered modern science and technology, on the other hand, the formation of high-quality management personnel who are familiar with modern professional knowledge, and the “internal motivation” of economic growth are seriously insufficient. The formation of a high-quality workforce depends on education, and ensuring the quality and quantity of workers depends on education equity.

## **Related research of educational equity**

### *Educational equity*

Educational equity, focusing on the objective determination of education from the perspective of equity, is an examination and consideration of the equity at the educational level, a concrete embodiment of abstract values in the education field, and a practical proposition of the relationship between truth and value. As for the concept of educational equity, each country and organization have different expressions, focuses, and definitions. In 2007, in the document of the Organization for Economic Cooperation and Development (OECD), education equity was defined as two meanings. First, equity, personal and social factors such as gender, socioeconomic status, and race do not prevent people from reaching their ability. The higher education followed by coverage, which is to ensure that all people have a basic, minimum standard of education. This means that education equity does not emphasize the equal sharing of educational resources, not “get all children to the same education”. This also means that personal and social factors such as gender, society, and economy cannot include in the admission criteria. Otherwise, a discriminatory practice violates the principle of balance in education. Equal opportunities and the admission criteria for merit-based admissions are in line with the principle of balance in education. Chinese scholars have made many positive explorations on the concept of educational equity. Fuqian (2018) believe that the

connotation of educational equity should include two levels of meaning, one is the fact judgment, which emphasizes the equality, balance, and reasonableness of education. The other is the value judgment, which emphasizes that the evaluation of whether equality and reasonableness can have judged. Guo and Li (2018) described education balance as an extension and reflection of social equity. Citizens enjoy equal educational rights, who can enjoy public education resources fairly, and treat equally in the education process, with equal academic achievements and employment prospects opportunity. Other scholars believe that education equity means that all members of society can equally choose and share public education resources at all levels, and it is an extension and reflection of the social equity in the field of education. In fact, the educational equity is broad and narrow. Educational equity in the narrow sense reflects educational equity in all aspects of education, including the state and implementation of educational equity. Educational equity in the broad sense includes not only the status and implementation of educational equity, but also the understanding and interpretation of educational equity itself in *Figure 1*. The former is a description of educational equity from a dynamic perspective, and the latter is a static perspective of education balance.

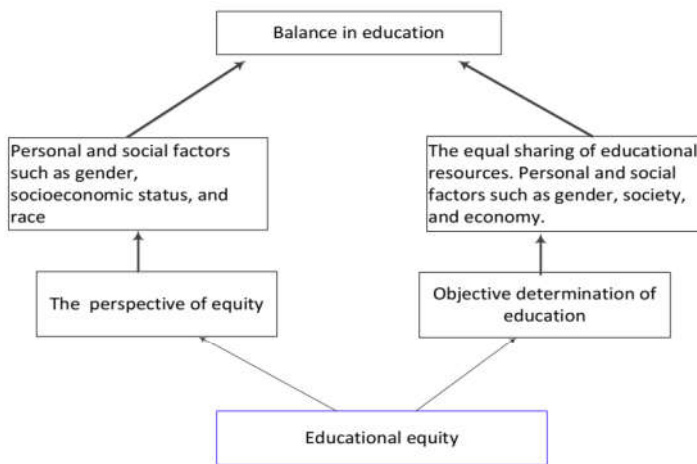


Figure 1. The current application of Educational equity

### Literature Review

From the perspective of time, research results have increased. Among them, there have been more achievements in 2007, 2012, and 2016. In the remaining years, there are 3- 5 works each year. Among them, 3 master's thesis papers in 2016 reached 3, indicating the academic community's education research on the concept of balance has begun to develop in depth. Hagg, & Scholin (2018) believe that education equity is important social equity, and its main connotations include that everyone enjoys equal educational rights, that everyone has equal

access to public education resources. Public education resources are allocated to socially disadvantaged groups, unequal corrections, and opposition to this form of educational privilege. He believes that educational equity is a product of modern society, reflects the objective requirements of modern mass production, is an important part of modern political democratization, and reflects the cultural values of modern society. Education balance is the basic balance of modern society. The realization and expansion of education balance are significant to promote the improvement of the social equity, guarantee the balance of the human development, and eliminate the knowledge gap to meet the challenge of knowledge society.

“Three equality theory” of equal opportunity in education as part of education equity, education equality means equal opportunity for education and equal power for education. Scholars who hold this view believe that equality of educational opportunities mainly reflected in equality of power, and meanwhile, the equality of educational opportunities is a social action or even a political action. The application to the balance of higher education can have interpreted as the equality of power and opportunity for citizens to receive higher education. At the same time, education compensation is emphasized, and equal opportunity means that those disadvantaged groups who are in a low status in the natural, economic, social, or cultural fields may be compensated from the education system itself to achieve a fair and healthy development of the entire education cause. For example, Li (2017) believed that class disparity has become another important factor affecting educational equity in addition to urban-rural disparities, regional disparities, and put forward that the social system itself that produces educational inequality must have changed to solve the root causes. Donghong (2019) analyzed the power and class factors hidden in the balance of higher education, and made a preliminary discussion on the strategies to achieve balance in higher education. Some scholars define the most basic connotation of higher education balance as the balance of the right to receive higher education. To guarantee the balance of higher education is to protect the right to education through various systems. Therefore, it can be concluded that the equity of higher education is equal rights or equal opportunities in higher education.

The classification study of higher education equity is an extension of the classification study of education equity. Its basic classification mainly includes Hu Sen’s “Equality of Opportunities for Education”-Fair starting point for higher education (equal opportunity for admission), balance for higher education process (equal opportunity for process), and balance for higher education outcomes (equal opportunity for academic achievement). In the early days, Chinese scholars also classified education balance. For example, Zhen (2017) divided education balance into conceptual education balance, education market balance, and education social equity from the two levels of existential balance and conceptual balance. At present, as most scholars have summarized from the perspective of the higher education, for example, Khumalo (2019) divides the balance of higher education from the perspective of distribution into balance in planning, balance in starting

points, and balance in results. The classification and content of higher education equity necessarily involve three aspects: higher education opportunities, higher education rights, and higher education resources. Higher education equity is also concentrated in the equality of higher education opportunities, the related educational rights, and distribution of educational resources.

### *Extension of Supply-side Reform in Higher Education*

(1) *Connotation of supply-side reform.* Demand-supply is a pair of basic concepts in economics. Throughout the history of western economics, Keynesians advocated demand-side reforms. Ruijin (2006) believed that demand-side reforms were specifically manifested in stimulating consumption, increasing government purchases and fiscal deficits, and expanding exports. However, the Western economic crisis of the 1930s told us with facts: uncontrolled expansion of demand will inevitably lead to supply shortages and inflation. In response to this shortcoming, the school of supply put forward the concept of “supply-side reform”, that is, increasing productivity to promote economic growth, instead of stimulating social demand to promote economic growth by means of traditional methods. Although the Keynesian and Supply Schools have different ideas about demand and supply, these two views are not contradictory. Demand-side regulation is the short-term performance of the economy, and the supply side determines the long-term economic development. Both their theories have played a great role in different era backgrounds.

(2) *Supply-side reform of higher education.* In recent years, with the continuous improvement of China’s education service system, the current supply-side products in the field of higher education in our country are increasingly unable to meet the growing demand for higher education at the advanced stage. The problem of higher education resource allocation is becoming more complex and needs to resolve urgently. As the education supply-side reform, higher education is also the guarantee of educational equity. The reform of higher education supply-side affects the vital interests of students and families in China. The supply-side reform of higher education continues to increase investment in education supply and implement balanced development of education. At the same time, in conjunction with the 13th Five-Year Plan, the implementation and implementation of supply-side reform strategies are required to promote education regulations, education funds, teacher training, curriculum construction, Examination evaluation, and education supervision are reforms of content. Continuously promote the supply-side reform of higher education, relax the restraint of education supply, in order to promote the free development of people, and push school higher education to reach a new balance between supply and demand.

## Analysis of Higher Education Reform

### Thoughts on Education Reform from Supply-side Reform

The formation of “Supply-side reform” had a profound influence on the western economic, cultural, and political background at the time. At the beginning of the 20th century, Western economist put forward the policy of laissez-faire freedom and non-intervention, put forward the absolute dominant position of the market, hoping to automatically create demand through the regulation of the market, which was also the economic law generally followed by western countries at that time. With the development of society, this pure market dominance has been unable to adapt to the level of economic development at that time, and a major crisis broke out in capitalism. Economists have gradually realized that market regulation is spontaneous, blind, and lagging. The state’s economy also needs government control. Watanabe (2011) based on the theory of “effective demand inadequacy” replaced Say’s theorem. In recent years, people have discovered that the national economy is not only about government supervision and market regulation, but also to stimulate economic vitality for economic development. The higher education reform based on needs no longer in figure 2. We need to strengthen the supply of education and stimulate the vitality and sustainability of education development.

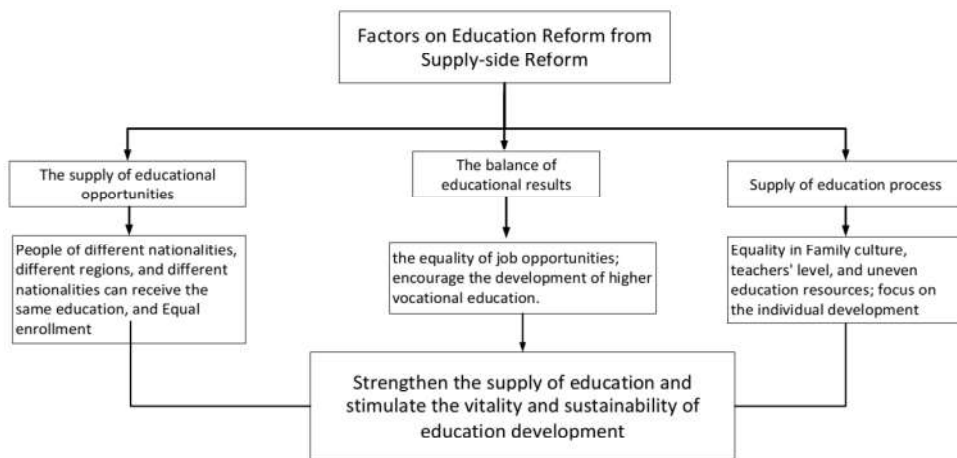


Figure 2. Thoughts on education reform from supply-side reform

1) *The supply of educational opportunities.* The educational innovation concept of equal educational opportunities began in Europe and the United States before the First World War. People of different nationalities, different regions, and different nationalities can receive the same education. In the education reform, we must create an equal right to education for students. This equality of opportunity has mainly reflected in the equality of educational places. We find that in the process of enrollment, many schools will invest more enrollment places in eastern regions



or schools with a higher level of education, and fewer students enrolled in regions with lower education levels. The gap is a sign of insufficient education supply. In order to change this situation, we need to increase investment in educational resources in western regions or underdeveloped regions, create a better education environment for students in this region, and increase planned enrollment.

2) *Supply of education process.* Equality in the education process is mainly manifested in the fact that students should avoid unequal education effects caused by differences in family culture, teachers' level, and uneven education resources in the school. In the reform of the college education, we must pay attention to the supply of the education process and pay more attention to the individual development of students. The college education needs to provide students with a wider stage, respect the uniqueness of students, so that students can show their own charm here (Zongyou, 2018). Therefore, in the reform of the college education, we must teach students according to their aptitude, the content of the examination is more comprehensive, and the examination methods are more diverse. Students are encouraged to innovate independently and give more "biased and geeky" opportunities to exhibit ambitions.

3) *The provision of educational results.* The balance of educational results is more manifested in the equality of job opportunities that students face during work. The ultimate purpose of selecting talents for the college education is to serve the society, and the knowledge we have learned must have put into practice. At present, China's education still attaches great importance to higher education and despise vocational education. Many candidates have embarked on the road to higher education. Then a major problem faced by candidates after completing their studies is finding a job, but the demand for jobs is limited and cannot satisfy most students. To solve this prominent contradiction, it is necessary to change the college education policy and encourage the development of higher vocational education. The state needs to increase investment in vocational education and train many vocational talents. This has increased the demand for technical posts. On the other hand, it also distributes the work pressure of students completing higher education.

### *Policy Reasons for Unequal Higher Education*

(1) *The existence of the current college entrance examination admissions system is the main factor causing unequal opportunities for higher education.* The college entrance examination implemented in China has abandoned the interference of factors, such as power, origin, and interpersonal relationships, which reflects a certain level of objectivity and balance, that is, everyone is equal before the score. However, the admission policy accompanying the unified college entrance examination does not guarantee a fair admission for all candidates, but allows an unequal admission system under the unified college entrance examination, that is, the allocation of places by province, crossed admission, and the division of the

admission score line. There are obvious regional differences, which brings different admission results to candidates from different provinces in figure 3. There are three types of high enrollment in China, the first is the provincial high enrollment plan, which compiled by the provincial education department and reported to the Ministry of Education for approval. The second category is the universities directly affiliated with the Ministry of Education and some of the affiliated high enrollment programs. These universities have relatively large autonomy in enrollment. The third type is the enrollment plan formulated by the provinces in accordance with the principle of reciprocity. There are the most controversies in the society about the high enrollment plan directly under the Ministry of Education and some subordinates (Sajedi, 2018). Due to historical reasons, most of China's key universities are in developed areas such as Beijing, Shanghai, and Tianjin, while the relatively backward economy of the central and western regions lacks sufficient key universities, and the number of places allocated is very limited. In addition, the admission score line for the college entrance examination is also inclined to some major cities, such as Beijing, Tianjin, and Shanghai. With the same score, you can go to key universities in some cities, but only colleges in some cities. The contradiction in big cities rich in higher education resources, and the "high score line, low admission rate" in the provinces with college entrance examinations and the provinces of student resources has become increasingly prominent, which is obviously contrary to the principle of fair education.

(2) *College charging policies have reduced access to quality higher education for poor groups.* Before the 1980s, China implemented a free system for individuals receiving higher education. In 1985, colleges began to recruit self-funded and commissioned students. Since then, related charging policies have introduced successively, apart from a few schools and majors that have implemented a unified fee-based schooling system. The implementation of fees and enrollment increases the chances of students to receive higher education, which is conducive to the realization of educational equity in the overall and long term. However, due to the lack of effective supporting measures for college fee policies, it does cause unequal opportunities for poor students to receive higher education. This can have evidenced by the differences in self-expectations among different classes. A study showed that "economic conditions can affect students' expectations for education in figure 3. The proportion of students in high-income families with a family economy expects to go to college in the future is 70%, the proportion of middle-level groups is 68.3%, and the lower group is 50%. "At present, the annual income of most peasant families, laid-off workers' families, and subsistence allowance families cannot support the annual consumption of a college student. To support a college student requires a net income of 4.2 years for an urban resident and a net income of 13.6 years for a farmer. The average annual expenditure of a college student in the western region is 7,000 yuan, which is equivalent to the net income of 9 farmers in a poor area for one year. An undergraduate student spends at least 28,000 yuan for 4 years, which is equivalent to the 35-year net

income of a farmer in a poor county. It is for economic reasons that children from rural families in areas with low levels of economic development have tended to be conservative in their voluntary college entrance examinations. When choosing the type of school, they tend to choose cheaper, more cost-effective students. On the contrary, when children of rich classes are applying for exams, they are not concerned about educational opportunities themselves. They are pursuing the “quality” of educational opportunities and their school’s prestige, teachers, facilities, and more choices. To give up the opportunity to receive higher education and helplessly choose a school or major with relatively low fees when filling out a voluntary report is a helpless choice for poor student groups.

(3) *Unequal distribution policy of higher education resources leads to unbalance in education process.* Our country has a vast territory and many nationalities. Due to the influence of regional political, economic, cultural, and transportation factors, the development levels of various regions are very uneven. After the reform and opening, China adopted a regional economic preferential policy, which objectively widened the gap between the eastern region and the mid-western region. Due to the gap in the level of economic development, the educational resources of the eastern economically developed areas are far more than the economically underdeveloped areas. First, the unreasonable layout of higher education institutions. In 2002, there were 633 ordinary colleges in the eastern provinces and cities (including Beijing, Tianjin, Hebei, Liaoning, Shanghai, Jiangsu, Zhejiang, Fujian, Shandong, Guangdong, and Hainan), of which 304 were colleges, and 329 were colleges. Institutes, accounting for 45.34%, 48.33%, and 42.89% of colleges in the country, respectively, in the western regions (including Inner Mongolia, Guangxi, Chongqing, Sichuan, Guizhou, Yunnan, Tibet, Shaanxi, Gansu, Qinghai, Ningxia, Xinjiang and 12 provinces and cities) 1.91, 2.05, 1.79 times. Among them, Beijing, Hebei, Liaoning, Jiangsu, Shandong, and Guangdong all have more than 60 colleges, a total of 504, accounting for 1/3 of the country’s total colleges, more than 12 colleges in the west (331). Jiangsu Province (93) with the largest number of colleges is 30 times higher than the Tibet Autonomous Region (3). In addition, 72 universities directly under the Ministry of Education alone have 30 in Beijing and Shanghai, which is two or five times the total number of universities (12) directly affiliated to 12 provinces and cities in the west. Two thirds of the provinces (8 provinces and cities) in the west have no education. The ministry is directly under the college. Second, the imbalance in education investment policies has caused huge differences in per capita funding (Khumalo, 2019). China’s higher education investment policy clearly favors key universities, and various educational resources are tilted towards the “985 Project” and “211 Project” institutions, but many other local universities do not have the same treatment. Take the comparison between Guizhou and Shanghai as an example. In 1988, the average funding of Shanghai university students was 3359 yuan, and Guizhou was 2,617 yuan. By 1998, the average funding of Shanghai university students was 21,330 yuan, and Guizhou was only 7,145 yuan. In just 10 years,

the disparity in funding for higher education among regions is so large that it will inevitably cause a huge gap in the quality and scale of higher education. Obviously, the imbalance in education investment policy has caused a significant imbalance in school running conditions, further leading to an imbalance in soft resources such as educational concepts, teacher qualities, and scientific research capabilities in figure 3. This inevitably affects the unbalance of the education process, which caused by some unbalance in the teaching process unequal educational results.

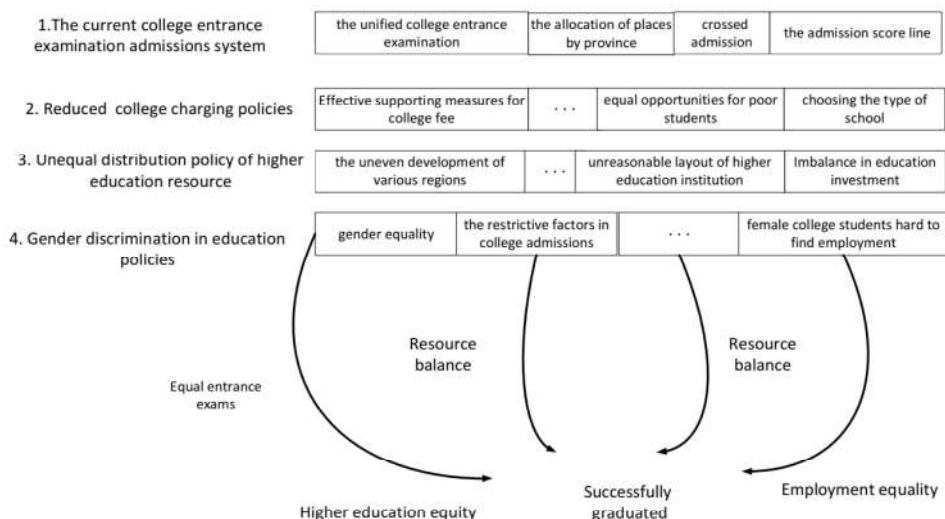


Figure 3. Policy factors for unequal higher education

(4) *Gender discrimination in education policies affects the starting point, process, and outcome of women's higher education balance.* Our education policy, education policy, and education laws reflect gender equality in education in figure 3. However, there is still a tendency for sex discrimination in specific education policies. The specific performance is as follows. First, the restrictive factors in college admissions. In the process of enrolling colleges, although the state has not made any regulations to restrict girls, the phenomenon of “same as good but different” still exists. In some majors of some colleges, it is better to lower the score by a few points or even more than ten points to recruit boys rather than girls. At the same time, college admissions often restrict girls' admissions, and girls are inferior to boys in science and engineering. These factors undoubtedly artificially reduce women's enrollment opportunities and have a certain level of impact on women's access to equal higher education. Second, it is difficult for female college students to find employment. With the expansion of colleges, the number of college graduates has also increased. Difficulty in employment has become a common phenomenon in the field of higher education, and the problem of difficult employment for female college students is particularly prominent. Difficulties in employment of female college students are mainly manifested in two aspects. First

is the inequality of employment opportunities. Second, the employment level of women is lower than that of men. At present, multiple occupations in the society always give priority to men under other conditions. Female college students will always encounter gender discrimination during the job search process. Although all sectors of the society have been calling for equality between men and women, many employers still refuse to accept women. University graduates. According to statistics, under the same conditions, female graduates have only about 87.7% of male graduates' employment opportunities.

The employment level of women is also significantly lower than that of men. Women account for a relatively low proportion in some industries with high requirements for knowledge and technology. In the scientific research and comprehensive technical service industry, women account for only 36.98% of employees in this industry. Women account for only 39.53 in the financial and insurance industry %. The state, government agencies, and social groups have fewer female employees, only 22.65%. To sum up, from the perspective of China's existing fair policies, we need to improve the existing fair policies as well as build a new fair policy system to ensure balance in higher education.

### *Structural imbalance of higher education resource allocation*

The overall allocation of higher education resources in China presents imbalances in three dimensions, namely, imbalances in regional resource allocation, imbalances in individual resource allocation, and imbalances in internal resource structure allocation. First, in terms of regional education resource allocation, the overall allocation of higher education resources shows the characteristics of strong east and weak west. Especially in recent years, the economically developed eastern coastal areas enjoy richer and richer higher education resources than the economically backward southwestern areas. The economically developed areas along the eastern coast have a variety of higher education resources, including teachers, teaching equipment, teaching environment, and teaching mechanisms, which far exceed those of the relatively backward economic areas in the southwest, which also leads to differences in economic development between the east and west. The further expansion of China's society has resulted in a common situation in today's Chinese society: "The rich are richer and the poor are poorer". Secondly, in terms of individual resource allocation, key state-level universities such as the "985 Project" and "211 Project" support development projects. Although this hierarchical focus training is good, it not only directly leads to higher resources at various levels. The imbalance in the allocation of universities has also affected the sound development and construction of the entire higher education system (Tamsil, Susilowati, & Wardhana. 2018). Just as the officials in ancient China divided into three categories, many universities in China also divided into three categories by the government, ranging from "985" or "211" universities directly under the state, to various provincial or municipal universities. Different colleges

have a corresponding position in China's higher education system, and this level of division virtually divides students at different levels. It is difficult for today's college students, especially students in ordinary "double non-" schools. A major reason for employment is also arising from this. Recruiting employees in major units always does not pay attention to abilities. Students of the same strength do not conduct in-depth inspections and change to "985" or "211" students. This severely frustrates the self-confidence of ordinary university students and leads to social "disharmonious" atmosphere. Finally, in the allocation of internal resource structure, the allocation of higher resources is also in an unbalanced state. In recent years, many universities have neglected the conditions for running their own schools, have not started from the actual situation of their own schools, and have followed the trend of the public. They have blindly established "hot majors". The overall quality is generally not high. In addition, China's higher education for graduate students has long favored the cultivation of academic talents. Even in recent years, major universities in China have set up professional expert levels for the training of professional talents. The internal structure of higher education resources is unbalanced. It has not improved very well, and higher education resources have not actually transferred to vocational education. At the same time, due to various policy factors, many science colleges have opened specialized departments in the humanities and social sciences, but the development of these specialized departments has not been satisfactory, which is just unnecessary resources.

### *Inefficient allocation of higher education resources*

At present, the inefficient allocation of higher education resources in China is mainly manifested in three aspects, which includes irrational allocation of educational funds, irrational allocation of human resources in colleges, and low utilization of infrastructure facilities. First, the current allocation and use of higher education resources in China are seriously wasted (Xiao, 2017). In addition to the main task of talent training, higher education also undertakes part of China's scientific research development tasks. However, once some researchers have successfully applied for a project, they disregard the rationality and effectiveness of the project funds, and openly dispose of the scientific research funds as their own private money. This has led to a low rate of higher education research funds in China. Some teachers and staff or students are free to use various office supplies because of their personal needs. There is no awareness of saving school supplies and public funds.

Second, the efficiency of human resources allocation in China's universities is also low. After more than two decades of enrollment expansion, the scale of China's higher education has grown rapidly. However, behind this leapfrog growth, there is still a problem of poor quality of talent training. The key to this problem is two points. One is the uneven distribution of high-quality teachers.

Due to the large economic gap between the eastern and western regions, there is also a large gap between teachers' salary and income. Most high-quality teachers will choose a high-paying school for a job, resulting in a lack of high-quality teachers in underdeveloped areas, and the quality of student training is not high. The second is the irrational training mechanism of major universities, such as irrational curriculum design and curriculum learning requirements in a formal way and many other issues. In addition, the irrational setting of these training mechanisms caused the low quality of talent training. Finally, the utilization rate of university infrastructure is low. At present, although various universities in China are equipped with various teaching aids, scientific research equipment or various laboratories, libraries, etc., these are not used to their full potential.

## **Optimization Approaches to the balance of higher educational resources**

### *Macro level*

The supply-side reform of the balance of higher educational resources is the key to whether higher resources can be optimally allocated, and it affects whether our higher education can be further developed in figure 4. Therefore, we need to change the situation of the government-led allocation of higher education resources in China, and then gradually shift to the allocation of higher education resources by universities themselves. Chinese government departments should gradually downplay the role of educational resource allocation, relax policies, and allow universities to gradually become policy makers, autonomously allocate resources for higher education, and give play to the role of micro-individuals-universities. Of course, just as there are disadvantages in the economic market itself, there are bound to be various problems in the allocation of resources by colleges. Therefore, the "tangible hand" of the government must also play a role in correcting the wrong direction of the autonomous allocation of resources by colleges, which guide them in the correct self-configuration within a reasonable range.

### *Meso level*

In view of the above-mentioned status quo and problems of the balance of China's higher education resources, the government's investment in higher education related funding should have appropriately increased (Shaikh, *et al.*, 2018). At the same time, as the current diversified funding mechanism for higher education funding in China has not yet fully formed, the government needs to increase the investment to ensure that the total amount of higher education resources is showing an overall upward trend, and to provide sufficient education funds for the development of higher education in China. In addition, the imbalance

in the regional distribution of colleges in our country is also caused by the distortion of government implementation policies. Therefore, as a macro-controller of the balance of higher educational resources, the government should take relevant measures to support the development of higher education in backward western regions. The quality of higher education resources has tilted towards these underdeveloped regions. Secondly, the current education funding distribution system must have gradually abolished to adjust the imbalance in individual allocation of higher education resources (Xuan, 2016). Even if there is a gap in the level of talent training among different universities, from the perspective of their social functions, universities at different levels all bear important social education functions in *Figure 4*. Therefore, universities at different levels should obtain a value that matches their social education value.

Balance of higher educational resources

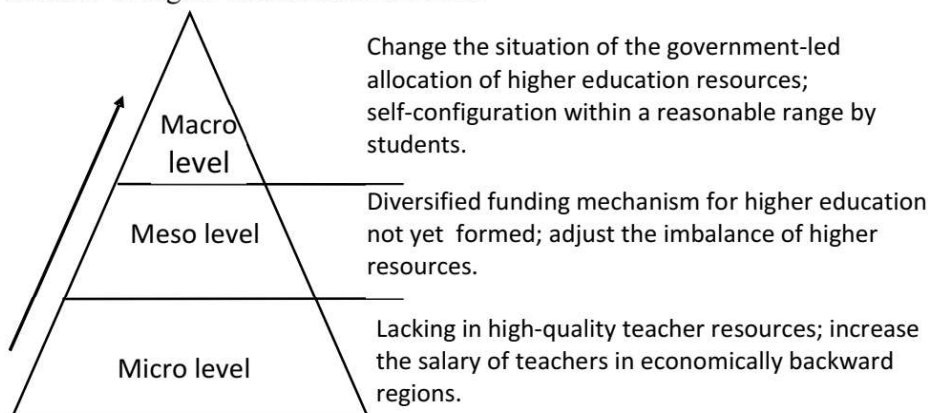


Figure 4. Three levels of higher educational resources

Finally, the government also needs to adjust the problem of the imbalance of higher resources in the internal structure of education, relax the authority to set disciplines and specialties, and enable higher education resources to allocate among disciplines. At the same time, the government should also encourage, guide the flow of high-quality resources of higher education to vocational education colleges, which accelerate the development of vocational colleges in China.

*Micro level*

At this stage, the strength of our teaching staff is not strong enough, and many colleges are relatively lacking in high-quality teacher resources. Therefore, the education department should take the training of high-quality teachers as a key task to improve the overall level of the teaching staff in figure 4. For example, college teachers are given the right to choose freely, ample time and more opportunities



to study, strive to refresh their own cultural quality, absorb more new ideas, and improve their innovation ability, to achieve the goal of training high-quality teachers. In addition, the government should also appropriately increase the salary level of teachers in economically backward regions such as the western region, so that the teacher salary gap between the eastern and western region can have relatively narrowed, attracting more teachers to these regions for employment, and thus preventing large-scale concentration of teachers in economically developed regions. Of course, the increase in salary can also enable college teachers to invest in teaching with a more positive attitude and improve their teaching quality. The infrastructure improvement of colleges is also one of the measures to optimize the balance of college education resources. The improvement of colleges' infrastructure also plays an important role in the development of universities.

## **Fair Strategies of Education Reform from the Perspective of Supply-side**

The balance of the higher education reform is mainly discussed from the perspectives of resource allocation, system innovation, and talent cultivation in the education process. So how can education better move towards balance, and how to play the economic role of "supply-side reform" in education.

### *Supply of Educational Resources*

Since 1994, China has relocated university education resources from a macro level through co-construction, cooperation, merger, and collaboration. However, since the implementation of the university enrollment expansion in 1999, China's education resources have been in short supply. There is a total shortage, as well as financial and institutional shortages. The allocation of education resources is reasonable to solve the problem effectively. The unreasonable distribution of educational resources is a key factor in solving the unbalance of higher education. To this end, the government must increase investment in public resources, establish a public education resource allocation, adjust the basis and guidance of resource allocation policies, and realize the basis for higher education resource allocation. Specifically, it should be staffed at two levels: from the government level, a strategy for optimizing and coordinating higher education resources should be formed, comprehensive consideration of the status quo and needs of different regions and different levels of higher education nationwide, and balanced implementation. From the perspective of colleges, we must pay attention to scientific planning, make full use of the existing resources of higher education, take the road of expanding the connotative development of the higher education industry, and vigorously improve the efficiency of higher education. It is necessary to pay attention to both the school's own benefits and the public's benefits, both to

strive for resources from the outside and to optimize the internal resources and increase the utilization rate, to form a scientific and rational mechanism for the optimal allocation of higher education resources. When it comes to the supply of resources in the education reform, the first thing we think of is to increase the government's investment in resources in remote areas and provide corresponding policy support to backward areas to make up for the uneven education. This is indeed an effective solution. However, the educational infrastructure resources provided from the perspective of the government cannot meet people's choice needs. The government cannot provide high-quality educational resources, and high-quality educational resources require market competition. The government is more than providing demand but creating supply. In the education reform, we must encourage the development of private education, give more support to private education, promote public education with private education, give the public more choices in education, and optimize the quality of education.

### *Government system supply*

According to the principle of cost sharing for higher education, college students paying to go to school is a common trend in the development of higher education in the world. However, China's current university fee system is overwhelming for poor families, and the family's economic situation greatly affects whether students can enjoy high-quality higher education opportunities. At present, the system of student funding in China's universities includes several systems: "reward, loan, diligence, reduction, and exemption." The "loan" is the national student loan, which is the most important form of student funding in China. However, in China's college student loans, there are still outstanding problems such as "single loan form", "small bank loan benefits and large risks", "unsatisfactory repayment system" and other issues that need to further improve. Therefore, it is imperative to establish a complete college student funding system. First, improve the national student loan system. Colleges should coordinate their relations with financial institutions, mobilize the enthusiasm of various institutions for student funding, and expand the scope of loans. Second, colleges should strengthen their ties with all sectors of society and establish social bursaries. It is necessary to attract charitable organizations, civil foundations, social groups, enterprises, and individuals to set up bursaries in colleges to subsidize and reward students from poor families who have excellent academic performance. Third, improve the recovery mechanism for student loans. It is necessary not only to strengthen the construction of the credit evaluation system for college students, but also to gradually establish a personal credit inquiry system for college students to ensure the smooth recovery of loans issued by banks. At the same time, the government must protect the employment opportunities and income status of college graduates, ensure the repayment rate of student loans, and maintain the sustainability of student loans. Institutional supply focuses more on national policies and financial support. School dropout

rates have generally increased due to poverty in the family, especially at the tertiary level. China has good safeguards to cover basic education. The country exempts tuition and miscellaneous fees for nine-year compulsory education, so that poor students have no worries. However, after nine-year compulsory education, these students face new problems. Therefore, many students are admitted to university. However, due to economic reasons, the opportunity for school has abandoned, and the country lost many plastic talents. This is a manifestation of education inequity. The state finance needs to provide more funding guarantees for higher education, such as student loans, subsidies for poor students, free lunches, etc., to increase the subsidy and supply of poor students.

### *Social Supply*

At present, China has some laws and regulations that guarantee women's equal participation in higher education, but their implementation is not satisfactory. First, from a macro perspective, the government should improve a system of laws and regulations that ensure gender equality and guarantee women's right to education, and establish a system for monitoring the enforcement of women's education. Second, the government should ensure the smooth implementation of policies. Only through legislative procedures, the state's guidelines, policies, and institutional measures on educational equity can have fixed in legal form so that it will become the will of the entire country and the norms followed by the entire society. The society should strengthen the macro-control over the behavior of colleges, which formulate the necessary laws and regulations to standardize the standards and conditions of professional settings, and avoid blindly repeating the setting of so-called "hot majors". At the same time, effective measures must have taken to improve the quality of higher education. While strengthening the evaluation of the quality of undergraduate and graduate education, the administrative department of education should establish a quality assurance system for classified evaluation, linking the results of quality evaluation to the allocation of educational resources. The quality monitoring system should also improve within universities to form a long-term mechanism for establishing quality schools.

Society should be the primary subject of cost sharing, because state investment plays a vital role in the development of higher education. But the share of costs between individuals and families should have reduced. Too much individual sharing will seriously affect the balance of education, and students with low family incomes will not give up the opportunity to attend school because they cannot afford the high tuition fees. In addition, the state can encourage social funds to participate in education investment by formulating relevant regulations. To achieve balance in education, it is not enough to rely solely on government system guarantees and economic support. The strength of the government is actually very limited. If the government wants to support the education cause, it will inevitably increase the tax burden. Give full play to the strength of the

people, especially the leading role of enterprises, so that enterprises have a sense of voluntary mission and responsibility for the construction of education. In fact, the insufficient supply of education by enterprises is due to their distrust of education, which requires a complete donation system. First, donations must be transparent, and corporate donations to education must have announced to the public. They can withstand the supervision of the people and let every penny go to those in need. Secondly, we need to reward the donated companies, give certain companies preferential policies, and encourage companies to devote themselves to education. Finally, we must let enterprises see the sound development of China's education. China's education is gradually integrating with internationalization. The quality of education is steadily rising. It will strengthen the confidence of enterprises in our education, win more corporate funding, and make education reform fairer.

## Conclusion

In 1960, the UNESCO General Assembly gave a detailed explanation of the education equity. "Equality is the eternal pursuit of humankind. The development of society proves that education is an essential way for human society to move towards peace, freedom, social equity, and equity." During the Third Five-Year Plan period, "continuing to vigorously promote educational equity and giving everyone the opportunity to change their own destiny through education will be an important task of educational reform and development." Educational equity varies in various fields with the development of China's educational cause Levels have become prominent and played a key role in the development of China's education. The 17th National Congress of the Communist Party of China put forward the idea that "education is the cornerstone of national rejuvenation, and balance of education is an important foundation of social equity", which provides policy guidance for the study of balance in education.

### *Recommendations*

Education equity is the embodiment of social equity in the field of education, and it is the extension of fair rights in the fields of politics, economy, and culture in the field of education. This article takes the socialist education balance perspective as the perspective, and takes China's higher education as the research object. Through the empirical investigation and analysis of China's higher education, we can understand the current state of education equity in the country, find some problems, and propose corresponding countermeasures. The issue of equity is very prominent in the development of higher education in China. It is an extension and reflection of social equity in the field of education. This article analyzes the policy reasons that lead to inequity in higher education from the perspective of education policies such as the college entrance examination admissions system,

college charging policies, the allocation of higher education resources, and gender discrimination in education policies, and then proposes the construction of a fair policy system for higher education. At present, China's research on the balance of higher education has multiple theories, less practice, more emphasis on the macro and less on the micro, emphasis on the general and neglect of the special. The attention to China's private universities and special education groups needs to be strengthened. Research should be combined with reality, broaden research themes, strengthen micro-research, pay attention to the role and interest demands of special groups in higher education, improve the quality of education, internal affairs and teaching management of schools, and achieve balance in higher education.

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