

DOI 10.17516/2782-2214-0011

УДК 378.14:005.91

FACTORS OF EFFICIENCY OF RESOURCE POTENTIAL MANAGEMENT HIGHER EDUCATIONAL ORGANIZATIONS

Larisa V. Baguzova*, Marina V. Glotova

Siberian Federal University, Krasnoyarsk, Russian Federation

Abstract. The article examines the factors that have a significant impact on the efficiency of resource potential management of higher education institutions. The positive impact of which ensures competitiveness and performance. The aim of the study is to analyze the study of the external and internal environment factors and the compilation of their classification. The multiplicity of studies and different approaches is of interest to this problem. For the study, such methods were used as analysis of the literature on the relevant topic, comparison, contrast. The results of the study will reduce the risks for identifying opportunities and reserves the growth of educational organizations. The scientific contribution of the author lies in the fact that the studied experience can be used and applied in the process of carrying out educational activities.

Keywords: resources, resource potential, management, market of educational services, external and internal factors, environment, educational environment, types of factors, management efficiency, quality of education.

Citation: Baguzova, L. V. & Glotova M. V. (2021). Factors of efficiency of resource potential management higher educational organizations. Trade, service, food industry. Vol. 1(2). Pp. 179-186.

ФАКТОРЫ ЭФФЕКТИВНОСТИ УПРАВЛЕНИЯ РЕСУРСНЫМ ПОТЕНЦИАЛОМ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ ВЫСШЕГО ОБРАЗОВАНИЯ

Лариса Валентиновна Багузова*, Марина Валерьевна Глотова

ФГАОУ ВО «Сибирский федеральный университет»,

Красноярск, Российская Федерация

Аннотация. Показаны факторы, имеющие значительное влияние на эффективность управления ресурсным потенциалом образовательных организаций высшей школы, положительное воздействие которых обеспечивают конкурентоспособность и результативность деятельности. Цель исследования – анализ факторов внешней и внутренней среды и составление их классификации. Множественность публикаций и различных подходов вызывает интерес к этой проблеме. В исследовании были использованы такие методы, как анализ литературы соответствующей тематики, сравнение, сопоставление. Полученные итоги позволят снизить риски, а также выявить возможности и резервы роста образовательных организации. Изученный опыт может быть применен в процессе осуществления образовательной деятельности других вузов.

Ключевые слова: ресурсы, ресурсный потенциал, управление, рынок образовательных услуг, внешние и внутренние факторы, окружающая среда, образовательная среда, виды факторов, эффективность управления, качество образования.

Introduction. Resource potential management occupies a central place in the organization's development management system, since it is used in the process of educational activities and gives results to achieve the goals and objectives that satisfy social needs, and effective management contributes to ensuring competitiveness and influencing the effectiveness of scientific activities and the quality of scientific research. products that are offered on the educational market.

The external environment provides the organization of incoming resources, and thanks to the feedback at the exit, the organization receives information for evaluating the results and the subsequent selection of incoming resources. The external environment provides the educational organization with partners for solving current and future problems. It is in the external environment that there are resources and opportunities for the further development of an educational institution [1].

Materials and methods. The study is based on internal factors that characterize the existing potential of an enterprise and its capabilities, and the interaction of participants in the educational services market, which in this case are environmental factors, affect the efficiency of managing the resource potential of an educational organization.

Based on the data of scientific research of Russian and foreign scientists [2,3,4], it should be noted that in modern conditions the competitiveness and performance of enterprises is highly dependent on the level of efficiency of using their resource potential, but before assessing the influence of factors, it is necessary to bring them to a certain classification of which a single classification has not been developed at the moment, but specific areas of use or their components are being considered. Consequently, there is a need for further research.

The research materials were the scientific works of modern scientists-economists devoted to the problems of assessing the effectiveness of the use of resource potential and its components, which served as the basis for determining the classification features and types of factors in relation to educational organizations.

Discussion. In the author's interpretation, the market for educational services of higher education should be understood as the result of social (socio-economic) relations of market participants, subject to the influence of external and internal factors that form an environment that contributes to the formation of the necessary resources for its (market) effective functioning and integrity of existence; the specific nature of the interaction of participants in the market for educational services of higher education is determined by the properties of this market, which is manifested in the goals, objectives, tools and criteria. Each participant has the opportunity to use similar tools of interaction (influence) and criteria for the management, organization and control of the resource potential of educational institutions of higher education.

Considering factors as "the cause and driving force of any process, phenomenon ..." [2], the author will understand the directions, tools and criteria that affect the formation of resource potential, and, consequently, the result of activities, but at the same time, as noted by P. Drucker, "results can be achieved through the use of opportunities, and not by solving problems. The results themselves should come from the use of opportunities: find the right ways and actions and concentrate resources and efforts on them"[3].

Consider the approaches to the classification features and types of resource potential proposed by domestic scientists (Table 1).

Table 1. Approaches to classification characteristics and types of resource potential

| Authors | Factors |
|--|---|
| O.N. Shvakova [4], A.A. Perevalova [5], A.N. Rudenko [6], I.V. Skoblyakova [7], V.A. Lapshin [8] and others. | Consider a specific type of potential (personnel, educational, creative, intellectual, spiritual, etc.) |

| | |
|--|--|
| D.F. Zakirova [9], I.A. Zayarnoy [10], N.R. Molochnikova [11], R. Svekatovski [12], A.N. Smirnova [13], E.A. Shamina [13] and others | The factors influencing the resource potential of the competitiveness of educational organizations are reflected |
| T.V. Terenteva [14], T.P. Koroleva [15], E.V. Garashchuk [16] and others | Factors affecting the quality of education and the education system |
| M.A. Artemieva [2], I.S. Astafurova [17], A.M. Grin [18], K.Yu. Karapetyan [19], M.V. Mishchenko [20] and others | The issues arising from the assessment of resource potential and a comprehensive analysis of factors affecting the efficiency of resource potential management of the EOHE are reflected |
| M.A. Artemieva [2] | The factors that depend on external, sectoral and internal sources of resource provision of the university are highlighted - these are organizational, economic, social. Which, with the elimination of negative factors affecting EOHE, can contribute to solving the problems of educational activities. |
| K.Yu. Karapetyan and I.N. Molchanov [19] | It is argued that the formation of the resource potential of the education sector in Russia was influenced and predetermined by the specifics of the formation: national, political, economic, demographic factors. |
| M.V. Mishchenko and A.M. Grin [18, 20] | Factors are divided into macroenvironments, microenvironments, regional and internal in order to assess not only the availability of resources in the organization, but also the effectiveness of their use, which, in their opinion, is significantly influenced by the external environment. |

It can be concluded that the variety of factors differs not only in their composition, but also has an impact that differs in the level, degree and nature of the impact on the functioning of the organization. Taking into account the specifics of educational organizations, the influence of factors depends on the individual properties, characteristics and main features of the university, determined by its professional orientation, the needs of the labor market in the training of qualified specialists [21]. Also, an analysis of external and internal factors is necessary to identify opportunities and reserves for the growth of educational organizations, and the reproduction of resource potential depends on a set of conditions and factors that accelerate the development process.

To determine the species, it is proposed to systematize the factors of the formation of the resource potential of EOHE according to the classification characteristics and the species that form them (Table 2).

Table 2. Factors in the formation of the resource potential of EOHE

| Classification signs | Types of factors |
|----------------------|---|
| By type of potential | Educational Financial Marketing Research Managerial, personnel Innovative International |

| | |
|---|------------------------------------|
| By source of security | External Internal |
| By measurement methods | Qualitative Quantitative |
| By the nature of the direction | Intensive Extensive |
| By the degree of use in the educational process | Traditional Information-digital |
| By the degree of influence or regulation | Federal Regional |
| By influence on the result | The main Specific |

In our opinion, the existing classifications consider only a small part of the factors that directly affect the resource potential of educational institutions of higher education. There is no quantitative assessment of them and the impact on the activities of organizations is not analyzed. Consequently, there is a need to determine the factors that affect the resource potential of the enterprise, and their systematization and identification of classification features [23-29].

Further, the author proposes a classification that takes into account the advantages and disadvantages of existing classifications.

For a comprehensive study of the mechanism of economic influence on the resource potential of educational institutions of higher education, we will consider in detail the indicated factors.

By the type of potential that characterizes the type of activity, factors can be classified into educational, financial, marketing, research, management (personnel), innovation, international and others.

Educational factors being the basis of the activities of organizations, the results of which are important for all participants in the educational services market for whom the following are important: the quality of education; the level of development of educational potential; continuity of education; average USE score, management efficiency, aimed at developing educational potential by attracting new applicants.

To replenish resources that allow the development of the resource potential of educational institutions of higher education, it is necessary to have a sufficient amount of financial resources, which are determined by the level and priorities of funding for science, the level of income of citizens, the commercialization of innovations, costs per student, etc.

Marketing factors influence marketing potential, which is the ability of an OEE organization to effectively use internal resources in combination with a changing external environment in order to meet the needs of consumers. To select the priority of their use, such methods are used as conducting a SWOT analysis to identify strengths and weaknesses; bench marketing; STEP analysis; positioning, etc. with the help of which the sustainable development of the organization's activities is ensured.

The influence of research factors contributes to the implementation of research and development involves assessing the impact of development and stimulation of the scientific potential of students; teaching staff; availability and effectiveness of laboratories, postgraduate education, etc.

The value of the innovative factors of the resource potential of EOHE is manifested in the peculiarities of the organization of the educational process; the level of implemented projects; training of human resources, development of material and technical base; financing, etc.

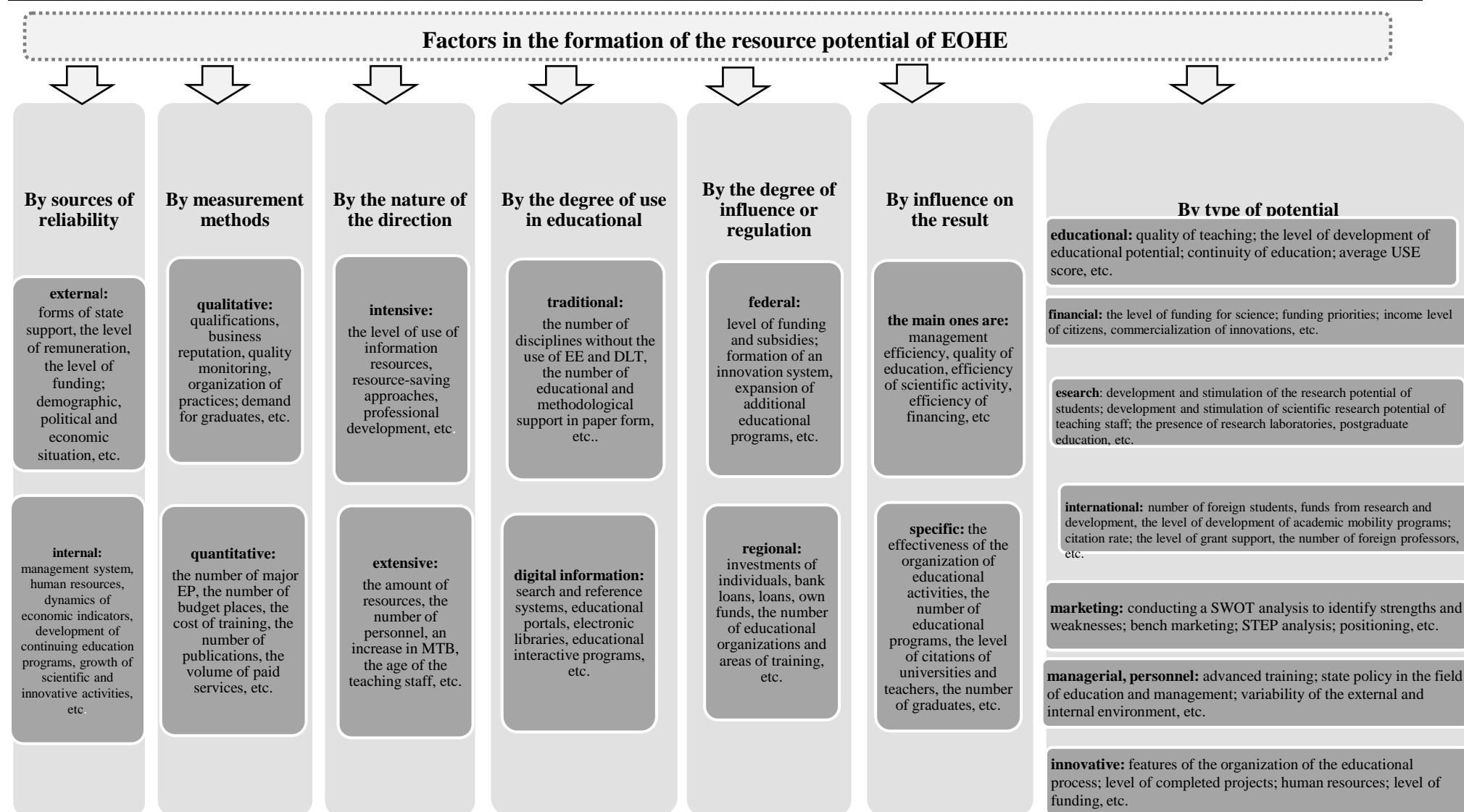


Figure 1. Classification of factors of resource potential formation in the market of educational services of higher education organizations (compiled by the author)

The international factor affects the level of development of academic mobility programs; increasing citations; grant support; the number of foreign leading professors, joint work in the form of writing articles, performing the NOCR, etc.

According to the sources of support, all factors, regardless of the object of study, are initially divided into factors of the internal and external environment. Internal factors are the basis for the formation of potential, which makes it possible for an organization to function, and, therefore, to exist and survive in a certain period of time, being the most changeable. Internal factors include the management system, human resources, the dynamics of economic indicators, the development of continuing education programs, the growth of scientific and innovative activities, etc. External factors affect the interaction between participants in the educational process, who are subject to changes in the demographic, political and economic situation in the country and the region.

Using the measurement methods, we will determine the qualitative factors that are characterized by qualifications, business reputation, quality monitoring, organization of practices; demand for graduates and quantitative - this is the level of the material and technical base, the number of basic educational programs, the number of budget places, the cost of training, the number of publications. Qualitative and quantitative factors have a significant impact on the level of education of the population.

In terms of focus, factors can be divided into intensive ones that are aimed at saving resources, using information resources, resource-saving approaches, advanced training and extensive ones that contribute to the amount of resources, the number of personnel, the expansion of the material and technical base, the age of the teaching staff, etc. Intensive and extensive factors contribute to the search for reserves and their involvement in the educational process.

According to the degree of use in the educational process, such factors are distinguished as traditional ones - the bases for the use of electronic educational resources and distance educational technologies, the number of educational and methodological support on paper, the lack of equipment for classrooms and information and digital - search and reference systems, educational portals, electronic libraries, educational interactive programs, multimedia, etc.

The factors of influence or regulation can be federal: the level of funding and subsidies, the formation of an innovation system, the expansion of additional educational programs and regional: financial investments of third-party organizations, the differentiation of territories, the development of branch offices.

The main indicator of the activities of educational organizations is the result, which we define as the main one, which reflects the effectiveness of management, the quality of education, the effectiveness of scientific activity, the effectiveness of funding, and specific to which we refer to the effectiveness of organizing educational activities, the number of educational programs, the level of citation of universities and teachers, the number of graduates, etc. dr.

The author of this study proposes a classification feature of the factors influencing the resource potential of EOHE, according to the degree of use in the educational process, is by far the most controversial. Educational organizations of higher education are located and function in the environment and each action is carried out if the environment allows for its implementation.

The internal environment of EOHE, being a “mechanism for processing resources into a service,” is characterized in terms of goals, objectives, tools and criteria that contribute to protection from the effects of environmental factors, to find their own reserves for growth and development.

Environmental factors have a significant impact on EOHE, which an individual educational organization cannot influence, but can only monitor possible changes and trends in its components such as the state, organizations, individual consumers, public institutions, international organizations, research organizations, executive bodies. authorities and local government. Even without being able to regulate external factors, they are important for maintaining internal potential, and, consequently, meeting the needs of society in quality

education.

Results. studies allow the classification of factors in which indicators are identified that allow for assessment and impact.

From the author's point of view, on the basis of the proposed system of factors, it is possible to assess the real level of the resource potential of an educational institution of higher education operating in the educational services market, to highlight the main trends in the market environment, to catch the market situation in a timely manner, to analyze and respond positively to changes in market conditions to improve management efficiency. resource potential in accordance with the changing impact of the external environment.

Conclusions. Resource provision affects all spheres of activity of economic entities and, naturally, has always been an object of management. However, the lag of theoretical developments from management practice at the present stage is explained by the rapid emergence of new types of resources, sources of their formation and methods of assessment. New resources require adequate methods, technologies and rules of resource support for the activities of organizations.

Based on the above, we can conclude that the factors of resource potential are the basis for the formation of programs for the development of educational institutions of higher education and management of socio-economic processes, focused on long-term existence in modern conditions. In its structure, an economic strategy should include a preventive and dominant base. All these elements should be aimed at reducing risk through the use of a distinctive resource - "resource potential" as the main factor in the competitiveness of educational organizations.

Thus, taking into account the presented factors when analyzing the efficiency of using the resource potential of educational organizations constitutes a methodological basis for the development of practical recommendations for a quantitative and qualitative assessment of the resource potential of EOHE and concretizing the main conditions for their implementation, which will be considered in the following articles.

References

1. Matveeva, E.S. (2019). The external environment of the educational organization as an object of management. *Scientific trends: Pedagogy and psychology. Collection of scientific papers, based on the materials of the international scientific and practical conference on February 4, 2019 Ed. TsNK MOAN.* 29-31.
2. Artemieva, M. V., Kuznetsov, V. P. & Tsymbalov, S. D. (2017). *Economics of education Artemieva. Nizhny Novgorod.* 193 p.
3. Drucker, P. (1992). *Market: how to become leaders.* Moscow. Progress.
4. Shvakova, O.N. (2011). *Assessment of the level of use of regional educational potential as a resource for the development of the territory.* Barnaul. 24 p.
5. Perevalova, A. A. (2004). *Formation of the creative potential of university students (At the initial stage of training).* Kemerovo. 210 p.
6. Rudenko, A.N. (2018). *External and internal factors of the formation of the intellectual potential of modern Russian students. Humanities, socio-economic and social sciences.* Krasnodar. *Science and education.* 6-7. 77-81.
7. Skoblyakova, I.V. & Semenova E.M. (2010). *Intellectual potential of students and its formation at the university. Materials of the IX International scientific-practical conference "Actual problems of business education". April 8-9. Minsk.*
8. Lapshin, V. A. (2013). *Human potential of youth as a source of socio-cultural changes.* Moscow. 13.
9. Zakirova, D. F. (2006). *Assessment of the educational potential of a higher educational institution based on the qualimetric.* Izhevsk. 209 p. 11.
10. Zayarnaya, I.A . (2015). *Internal factors affecting the competitiveness of universities.* Access mode: <http://sci-article.ru/stat.php?i=1445946721>
11. Molochnikov, N. R., Reutova, I.V. & Lobovskaya, T.A. (2004). *Competitiveness of*

- educational institutions: key factors of success. *Successes of modern natural science*. 8. 134-135. URL: <http://natural-sciences.ru/ru/article/view?id=13342> (date accessed: 06.10.2019).
12. Svekatoski, R., (2012). Strategic Priorities for Ensuring the Competitiveness of Higher Education Institutions in the Market of Educational Services in the Context of Globalization. St. Petersburg. Polytechnic. 132-133.
13. Zhdankina, I.Yu., Smirnov, A.N. & Shamin E.A. (2018). Preconditions and factors affecting the competitiveness of educational services in higher education organizations. *Vector of Science TSU*. 4. 30-32.
14. Terentyeva, T.V. & Kulakova, M.N. (2012). Factors affecting the effectiveness of educational services of the university, and modern society. *Modern problems of science and education*. 5. URL: <http://science-education.ru/ru/article/view?id=7123> (date accessed: 06.10.2019).
15. Queen, T .P. (2019). Methods for analyzing the factors of self-development of a municipal formation. *Regions of Russia: modern economic situation*. URL: <http://econf.rae.ru/article/6443> (date of access: 06.10.2019).
16. Garashchuk, E. V. & Kutsenko, V.I. (2014). Resource potential of higher education is an important factor in improving its quality. *Russian academic journal*. 27. 1. 87-89.
17. Astafurova, I. S. & Antonenkova S. Yu. (2014). Assessment of methods of forming a system of indicators of organizations' activity. *Economics and Entrepreneurship*. Moscow. VSUES.
18. Grin, A.M. (2009). Management of resource provision of a modern university in the context of organizational changes. *Novosibirsk*. 43 p.
19. Karapetyan, K.Yu. (2009). Resource support for the modernization of higher professional education. *Moscow*. 28 p.
20. Mishchenko, M. V. (2011). The method of systematic assessment of the effectiveness of using the entrepreneurial potential of the university. *Vladivostok*. 25 p.
21. Belinskaya, M. N. (2012). Factors of assessing the competitiveness of state universities. *Bulletin of SamSU*. 1 (102). 20-26.
22. Mora. J.-G. (2014). University Third Mission: Good Practices from Developed and Developing Countries. *BAL TIC SEA FORUM. University Cooperation in the Baltic Sea Region Turku*, 2nd of June 2014. Access to the electronic resource http://www.centrumbalticum.org/sites/default/files/user_uploads/jose-gines_mora_bsfturku-jgm.pdf (Date accessed: 12.12.2015)
23. Suslova, Yu. Yu., Smolentseva, L.T., Nechushkina, E.A. & Ivanova, L.V. (2015). Integration Processes in Trade Sector. *Mediterranean Journal of Social Sciences*. 6(2). 145-149 (ISSN:2039-9340).
24. Shcherbenko, E. V., Suslova, Yu. Yu., & Ivanova, L.V. (2016). Improved Techniques for Estimating Living Standards of the Population: A Case Study of the Siberian Federal District. *International Journal of Applied Engineering Research*. 11(8). 5469-5473.
25. Voloshin, A. V., Suslova, Yu. Yu., Baguzova, L.V., Batraeva, E.A. & Ananeva, N.V. (2018). Current state, tendencies and peculiarities of development in higher education: the case of Russia. *European Research Studies Journal*. 21(4). 502-511.
26. Barbour, M. K. (2013). The landscape of K-12 online learning. Examining what is known. In: M. G. Moore (Eds.), *Handbook of distance education*. 3rd ed. 574-593.
27. Deming, D. J., Goldin, C., & Katz, L. F. (2012). The for-profit postsecondary school sector: Nimble critters or agile predators? *Journal of Economic Perspective.*, 26(1). 139–164.
28. Meyer, K. A. (2003). Face-to-face versus threaded discussions: The role of time and higher-order thinking. *Journal of Asynchronous Learning Networks*. 7(3). 55–65.
29. Romero, C. & Ventura, S. (2010). Educational data mining: a review of the state of the art. *IEEE Transactions on Systems, Man, and Cybernetics, Part C (Applications and Reviews)*. 40(6). 601–618.