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## Effective resource management in educational institutions: Challenges and strategies

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### Abstract

**Relevance.** The research relevance of quality modern education is determined by the exponential technological progress of the 21st century. Furthermore, the rational use of available resources is also relevant for national educational structures.

**Purpose.** The study aims to identify potential areas in the education system of the Republic of Azerbaijan that would attract and effectively manage additional resources.

**Methodology.** By using statistical analysis, comparison, synthesis and forecasting methods, a study of the actual indicators of educational institutions was conducted and the main trends were identified.

**Results.** The study identified trends in the development of the education system of Azerbaijan, such as the number of higher education institutions in operation, the dynamics of quantitative changes in the teaching and professorial staff in the context of public and private educational institutions, as well as the volume of funds allocated to education. Based on the obtained data, forecasts of further development and recommendations on the efficient use of resources in the sector were formed. The current situation with international education in the Republic of Azerbaijan was studied separately and an action plan for its expansion was developed. In the context of control over the rational use of funds and combating corruption, the systematic introduction of a separate staff unit of deputy director for resource management in the field of education was proposed.

**Conclusions.** The study identifies key trends in the development of Azerbaijan's education system and provides recommendations for the efficient use of resources. It highlights the need for rational resource management and proposes

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the introduction of a deputy director for resource management to combat corruption. Additionally, the study offers a plan to enhance the competitiveness of Azerbaijan's education system in international markets.

**Keywords:** education system; higher education institution; knowledge export; human capital; corruption prevention; public funding.

## **Introduction**

In the period of explosive growth of technologies, the issues of education become especially relevant, as it defines the level of general and professional training of young people that determines the competitiveness of the country in the future. A properly designed education system is a kind of investment in human capital and, consequently, in the development of the national economy. At the same time, when designing educational programmes, resource issues should be addressed – due to the potential exhaustibility of traditional sources of energy and natural resources, optimal and economical use of existing resources is not only a factor of economic sovereignty but also a guarantee of further development of the entire humanity.

Educational institutions of all forms – from kindergartens to universities – use a range of funds in their operational management, including labour, material, financial and time resources. The task of management and staff is to optimise their expenditure, avoid unnecessary costs, and follow a strategy of careful use of available resources.

Several studies were devoted to the optimisation of educational institutions in Azerbaijan. N. Namazova [1], for instance, addressed the role of education in improving the efficiency of human resources and confirmed the need for reforms in the education system and increased investment in the professional development of Azerbaijanis. Following the author, international exchanges, which, at minimal cost, significantly increase the level of knowledge and practical experience among students, should be emphasised. A. Ilyasov et al. [2] described the importance of the education sector in Azerbaijan in preparing competitive human capital. This trend is one of the long-term goals of the country's development and, therefore, requires special attention and financial support from the state. The author formed a range of theoretical and practical proposals for higher education institutions to modernise this strategic area by studying the issues of quality assurance in the legislative framework of Azerbaijan and Europe.

The COVID-19 coronavirus pandemic that occurred in 2020-2021 and the associated regime of restrictions have affected all aspects of social and economic life, including education. M. Hasanoglu and L. Zeynalli [3] analysed the phenomenon of total distance education and determined certain advantages in this qualitative transition in terms of resource saving. In particular, the additional time and cost of physically travelling a learner or student to the place of study is no longer mandatory. In addition, as confirmed by research, distance learning develops students' independence and self-control skills. A certain advantage of remote access to knowledge is the possibility for Azerbaijan's higher education institutions to reach the international level and attract applicants from abroad. Underlining the full extent of the impact of the quality of vocational education in the Republic of Azerbaijan on the

employment of graduates, L. Zeynalli [4], using the example of Gabala State Vocational Education Centre, studied the existing challenges and prepared his proposals for improving the efficiency of the training system in the tourism and hospitality industry. Addressing the resource intensity of education from the point of view of students, it is also worth noting certain investments in the future – by spending now their time on diligent study and search for additional information, the students capitalise on their brand, providing them with a better-paid job after graduation.

Discussing the strengthening of the role of education in the tourism sector of Azerbaijan, the study of G. Bayramli and T. Sarkhanov [5] is noteworthy. As noted by the authors, until recently the rich tourism potential of the country was insufficiently realised precisely because of the lack of qualified specialists. However, within the framework of the Strategic Roadmap for Tourism Development, a decision to allocate resources for the development of this area was made at the state level [6].

The application of the experience of developed countries, strengthening of personnel in tourism educational institutions, as well as the introduction of innovative methods of training are already bearing fruit and, in the future, the spent resources will be compensated by attracting tourists to recreational, entertainment and ethnographic projects of the Republic of Azerbaijan. Responsible management of resources in the education system is important at all levels. G. Mammadova et al. [7] studied energy consumption problems in school buildings in different climatic regions of Azerbaijan and offered expert recommendations for cost optimisation, such as optimising architectural and planning solutions and reducing the heat dissipation of load-bearing structures.

Thus, the issues of effective management of various resources in the education sector of the Republic of Azerbaijan have been raised many times by the Azerbaijani scientific community, but the research has been scattered. The study aims to identify the vector of further development of the education sector of the Republic of Azerbaijan to overcome the existing challenges of resource provision.

## **Materials and Methods**

This study examined the features of the education system of the Republic of Azerbaijan, its advantages, disadvantages, and potential, as well as its impact, both immediate and delayed, on the economic development of the country. In particular, the statistical analysis method was used to study the management structure in educational institutions, and the comparison method was used to compare actual indicators with the statistical data of previous years. The number of educational institutions of state and private forms of ownership, the volume of financing of the national education system, and additional factors – the dynamics of the number of teachers and the

number of specialists who graduated from higher education institutions of the Republic of Azerbaijan were addressed.

The share of state expenditures from the total number of budget expenditures was also analysed to obtain objective data on the volume of resources allocated by the state for the education of citizens. The dynamics of the number of international students, i.e. students who have crossed national borders for education and are currently studying outside their country of origin, was analysed separately. The study analysed the challenges that had a negative impact on the efficiency and rationality of resource management – embezzlement, hiring of fictitious employees, abuse of scholarships, bribery and extortion of students and teachers. The study also investigated the structure of management and control in educational institutions and the prospects of introducing a separate staff unit of deputy director for resources, whose activities would not be directly dependent on local management.

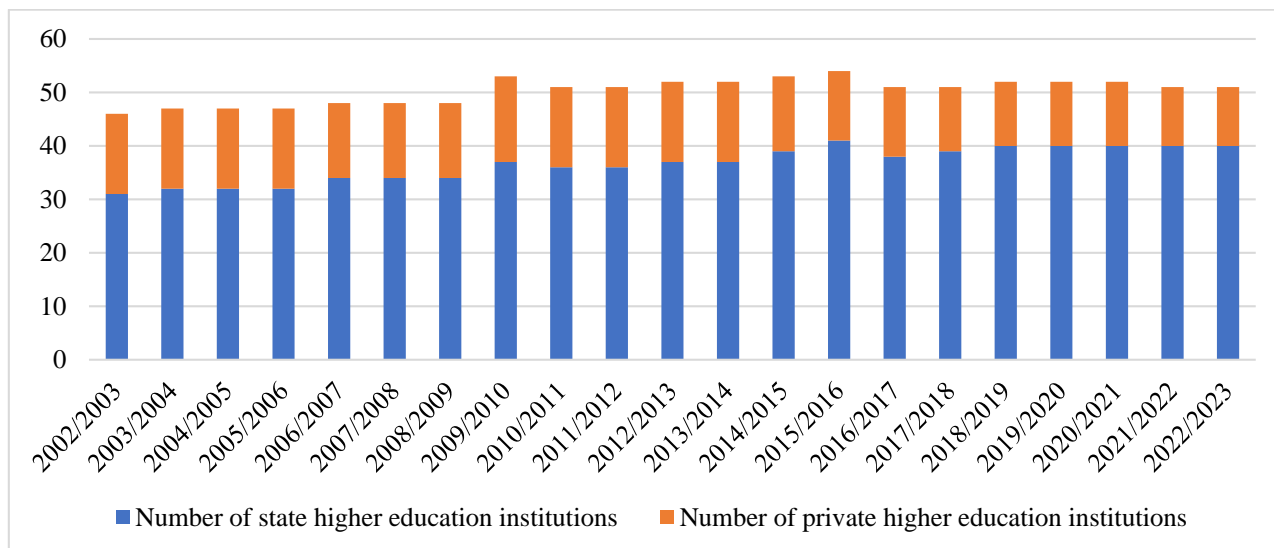
Among the materials involved in this study were, in addition to those mentioned above, operational data from the State Programme for Improving the International Competitiveness of the Higher Education System of the Republic of Azerbaijan for 2019-2023 [8], the report on the role of the Ministry of Education of the Republic of Azerbaijan in the implementation of the international project The Strengthening Auditing and Reporting in Countries of the Eastern Partnership (STAREP) under the auspices of the World Bank Centre for Financial Reporting Reform [9], as well as the Constitution of the Republic of Azerbaijan [10]. Within the framework of the study of the prospects for the development of the education system, the

key objectives of the development of this sphere were identified and actual indicators were derived based on data from the portal of the Ministry of Science and Education of Azerbaijan. Systemic challenges faced by the state administration during the years of the country’s independence were additionally studied using the method of analysis.

Based on information from the Centre for Sociological Research and other open sources, a holistic picture of the impact on the education sector of the Republic of Azerbaijan of the resource provision of the Khojaly district and Khankendi city liberated from occupation in 2023, as well as the prospects for the restoration of these territories was formed by the method of synthesis. Also, using the forecasting method based on the obtained statistics, current trends in the field of education and expert opinions, the prospects for further development of the education system in Azerbaijan and its full resource provision were predicted and described.

### Results

In studying the efficiency of resource management, it is important to understand the existing dynamics of key indicators in the educational sphere of Azerbaijan. For example, the change in the number of educational institutions of different types according to the State Statistics Committee of the Azerbaijan Republic [11] is extremely informative. Numerical indicators are shown in Figure 1.



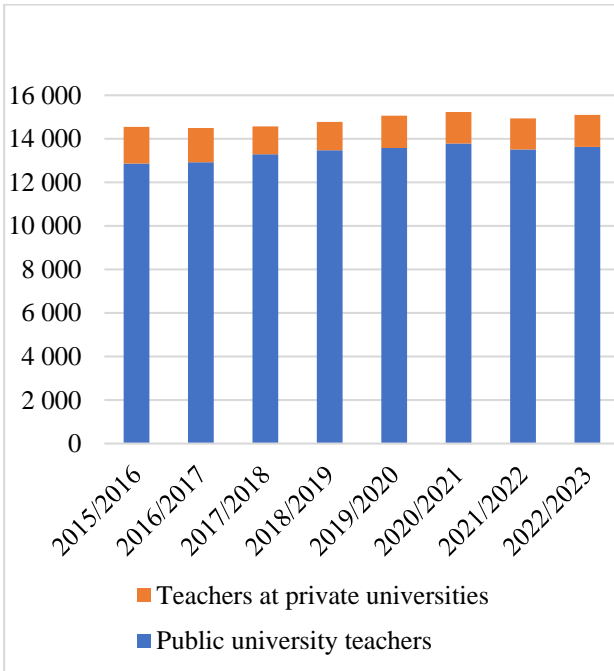
**Figure 1.** Number of higher education institutions in operation

**Source:** compiled by the authors based on the State Statistics Committee of the Azerbaijan Republic [11].

The number of private higher education institutions has been constantly changing over the previous twenty academic years, and in recent years there has been a downward trend. At the same time, state-funded higher education institutions demonstrate either an increase or, in the worst case, the preservation of the existing number. Therefore, it is possible to conclude that national universities and institutes demonstrate resource stability and predictability for their students.

These statistics are also confirmed by the statistics of the State Statistics Committee on the number of specialists who graduated from higher education institutions of the Republic of Azerbaijan – 20 years ago, in 2003, the total number of graduates was 28.460, one-seventh of whom (4.117 or 14%) graduated from commercial higher education institutions. At the same time, the total number of Master degree holders was 2.704 graduates. Ten years later, in 2013, the total number of students who graduated rose to 33.758, but the proportion of graduates from private

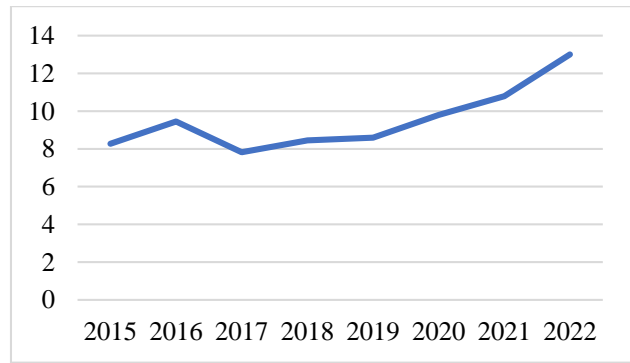
universities, characteristically, did not change. A decade later, in 2022, the number of specialists who successfully graduated from Azerbaijani universities exceeded 46.000 people, but the share of graduates of private higher education institutions decreased to 9% (4.304 people), while the number of masters, on the contrary, increased to almost 8.000 people. These data confirm previous observations on the growth of the quality of education in the Republic of Azerbaijan and better resource management in the public sector of education. The dynamics of the number of teachers in the medium term is also very indicative from the point of view of evaluating the higher education institution's resource management (Figure 2).



**Figure 2.** Teaching staff and professors of higher education institutions, persons

**Source:** compiled by the authors based on the State Statistics Committee of the Azerbaijan Republic [11].

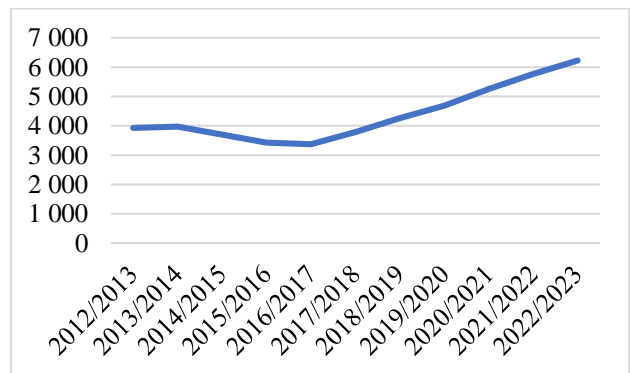
The number of specialists in the professorial and teaching staff of higher education institutions of Azerbaijan has been in a dynamic state for all previous years and changes within 14-15 thousand people, which confirms the stability and sustainability of the situation in the sphere of higher education in the Republic of Azerbaijan. An important observation is the fact that the COVID-19 pandemic and the restrictions caused by it did not affect the educational programmes. Authorised government agencies were able to quickly establish a system of dedicated training and neither the number of higher education institutions nor the number of teachers had to be reduced. This is a significant demonstration of how effective education governance copes with crises and challenges. Another important factor of resource endowment is the share of public expenditures on education in the total amount of budget expenditures. These data are shown in Figure 3.



**Figure 3.** Education expenditure, % of total public expenditure

**Source:** compiled by the authors based on The Global Economy [12].

Despite a certain decrease in 2017, the share of expenditures on education in the Republic of Azerbaijan increased steadily in the following years, reaching almost 14 per cent in 2022. It should be emphasised that public expenditures on education include expenditures of local/municipal, regional and national authorities on educational institutions of all types, expenditures on management activities in this sphere, as well as subsidies to private organisations and students. Within the framework of international practice, a significant inflow of financial resources into the sphere of education is provided by international education – so-called “knowledge export”, when foreign entrants come to the country to study, and after receiving a diploma they return home to work, thus increasing the volume of human capital at home. Azerbaijan has not yet reached the level of world or even regional leadership in this area, but over the three decades of independence, Azerbaijan has gained some experience in exporting knowledge (Figure 4).



**Figure 4.** Education of foreign students in the Republic of Azerbaijan, persons

**Source:** compiled by the authors based on the State Statistics Committee of the Azerbaijan Republic [11].

The graph demonstrates that after the drop in the 2016/2017 academic year, which was already observed earlier in other indicators, there is a stable, almost linear growth in the number of students coming to the Republic of Azerbaijan for higher education. The leading countries from which applicants come for knowledge include Turkey (more than 2.5 thousand students), Iran (more than a thousand) and Georgia (about 400 people).

This growing interest in Azerbaijan higher education institutions on the part of foreign youth testifies to the growing quality of education in the country and, at the same time, to the fact that tuition fees remain competitive. In general, with an excellent educational base, qualified teaching staff and such reputable universities as Baku State University, Azerbaijan State Oil and Industry University, Azerbaijan Medical University, and the Azerbaijan State University of Economics, the Republic of Azerbaijan can attract applicants not only from neighbouring countries but also provide an inflow of finance from students from other regions. In addition, the most important factor of such reform should be the solution to the language issue – already now the education system of the Republic of Azerbaijan faces a problem when some experienced and professional teachers are not able to teach their subject to foreign students because they do not know English at the proper level.

To address this problem, it is necessary to introduce a separate state programme to improve the qualifications of teaching staff with in-depth study of English, and in the context of each teacher's specialisation with mandatory mastery of the relevant professional terminology. This will ensure the inflow of additional resources into the educational system and help to form the necessary strategy for international education in Azerbaijan. At the same time, it is necessary to analyse the importance of transparent use of resources and human capital management in educational processes. Any doubt about the integrity of the heads of educational institutions immediately casts a shadow on the quality of education and reduces the willingness of citizens to invest in their education or the education of their children. Mikail Jabbarov, the Minister of Economy of the Republic of Azerbaijan and former Minister of Education has repeatedly stated the need to eradicate corruption, backing up his words with real actions. Thus, according to the Ministry of Education, in the first three quarters of 2015 alone, 14 school principals were dismissed for bribery and other gross violations [13]. In addition, several labour contracts were also terminated with the heads of district education departments who were involved in corruption schemes.

Based on the proper management vector and properly prioritised priorities, control over the rational use of resources and the fight against corruption in the education system of Azerbaijan will continue in 2024. For instance, in January, an investigation into the bribery of the principal of Mingachevir Secondary School No. 4, who extorted money from his subordinates for assigning teaching hours, was made public [14]. In the same period, a similar accusation was brought against the principal of another Mingachevir comprehensive secondary school, No. 8, who embezzled 19 thousand manats [15], and a month earlier, the principal of the music school of Naftalan city became the main figure in a criminal case on the fact of embezzlement [16]. Another fact that confirms the fidelity of the chosen strategy of management and control over misuse of resources is the arrest of the ex-head of the Guba-Khachmaz Regional Department of Education, who is suspected of taking bribes for illegally extending labour contracts with teachers, improper appointments and fictitious inspections of violations in schools [17].

To avoid such abuses and uncontrolled disposal of financial and material resources in the educational sphere, it is recommended to introduce a special position of deputy director for resource management in the staff of secondary and higher educational institutions. In contrast to the familiar Soviet-era groundskeepers, this staff unit would have considerably more authority, responsibility and functional duties. In particular, the proposed new scheme of management of financial and economic activities is supposed to move from the traditional outdated scheme of "management by assignments" to the modern effective scheme of "management by results", where the result is understood as the achievement of the planned goal in a predetermined period and within the approved resource base. In this case, the monitoring and evaluation of intermediate results affecting the outcome, as well as anticipatory regulation and timely correction are beginning to play an important role.

The appearance of a deputy director for resource management should not become another "bloating of the staff", but on the contrary, it should shrink structural hierarchy and a transition to a horizontal management structure based on the interdependence of individual employees and departments. The key function of the resource manager is to manage the entire financial and economic activity of the educational institution. In particular, this should include the organisation of current and prospective planning of the institution's business activities. It should also involve equipping the premises following the established norms and requirements. Ensuring compliance with fire safety and labour protection norms and rules is essential. Additionally, it requires timely preparation and approval of reporting documentation. There should be constant control over the economic maintenance and proper technical and sanitary-hygienic condition of classrooms and other premises. The expansion of the institution's economic independence and the conclusion of necessary contracts with contractors and suppliers are also important. Objective assessment of financial performance is needed. Finally, there should be prevention of any misuse of the institution's resources, regardless of positions and titles.

To avoid corruption within the institution's management, the deputy director of resources will need to have a degree of independence and the authority to initiate external audits when necessary. Appointment and dismissal to this position should be made by the regional education authority, bypassing the approval of the school or institute director, to ensure objectivity and transparency of the specialist's activities.

It is worth noting that, with the return of the occupied territories of the Khojaly district and the city of Khankendi to the control of the central authorities of the Republic of Azerbaijan in 2023, the education system is facing an urgent issue of providing the liberated towns and villages with quality education. The residents of Khankendi, Khojaly, Agdere, Askeran and other settlements, who were once forcibly evicted from their homes, are returning home, often with their families, and therefore the problem requires an urgent solution. According to the Minister of Science and Education Emin Amrullayev, it is planned to create a whole system of vocational education in the liberated territories, consisting of 8 institutions at the first

stage [18]. In particular, the construction of an educational institution in Fizuli has begun, while the reconstruction of the existing building in Shusha is underway. In addition, President of Azerbaijan Ilham Aliyev signed a decree “On Karabakh University” to be established based on the university located in Khankendi city [19]. Within the framework of forming the structure of the region’s leading educational institution and saturating it with necessary resources, the government was instructed to urgently take necessary measures to provide the University with a land plot, dormitory, stadium and other infrastructural facilities.

It is possible to state that the challenge faced by the public education system of the Republic of Azerbaijan in 2023 after the liberation of the territories was adequately addressed by the top state management and the necessary resources for the restoration of the sector were immediately sent to the region. Thus, resource management in educational institutions of the Republic of Azerbaijan is quite effective at all levels. At the same time, several innovations are needed to achieve even greater efficiency, such as strengthening the work aimed at popularising international education among foreign students and revising the staffing of schools and higher education institutions in the direction of strengthening independent control over the use of material assets and financial resources.

## **Discussion**

The results obtained in the study demonstrate that, in general, the strategy of using financial, material and human resources in the institutions of different levels of public education in Azerbaijan is well-considered. The topic of effective management in this sphere is not limited to the interests of a particular state and is international. Accordingly, various representatives of the world scientific community have repeatedly offered their views on this problem and its solutions. As such, P. Glewwe et al. [20], comparing school resources spent with educational outcomes in developing countries, concluded that the most productive way to invest in education is to build new institutions. This conclusion parallels the current situation in the Khojaly region of the Republic of Azerbaijan, where, as mentioned above, many secondary and vocational schools need to be rebuilt after liberation from occupation.

M. Wahyudi and M. Sutoro [21] addressed the problem of human resource shortages. The most urgent issue in the field of education is the competence of teachers and the search for specialists of sufficient professional level. Through triangulation analysis, the authors proved that the root problem of this staff shortage is the lack of collaborative research and publication practices among teachers. As the study demonstrated, there is no shortage of teachers or professors in Azerbaijan, as the number of qualified specialists is stable. In addition to tangible resources, intangible resources such as intellectual capital, academic performance and quality of life in higher education institutions also have a significant impact on the quality of education. E. de Matos Pedro et al. [22] analysed a sample of 738 students and 587 teachers from public higher education institutions in Portugal using a structural equation model and partial least squares method and confirmed the hypothesis that quality of life is an important

aspect of higher education institutions’ performance standards. This method of measuring intangible assets is illustrative and should be applied in the future to obtain an additional picture of the prospects of the education system in Azerbaijan.

When discussing the topic of rational use of various resources, the most valuable and irreplaceable of them, time, cannot be ignored. E. Setren et al. [23] noted that so-called “flipped lessons” are becoming increasingly popular in Western education, when pupils and students study materials before the beginning of class, thus freeing up lesson time for explanations, practical tasks and joint discussion of key findings with the teacher. As this study has shown, such practices are not yet common in the Republic of Azerbaijan, indicating the potential for experimentation in the national education system. Moreover, even a point-by-point introduction of “flipped lessons” will provide an additional stimulus to the economy of the industry, providing demand for video materials of a new format.

M. Chankseliani et al. [24] studied the impact of higher education on resourcing the future and achieving the Sustainable Development Goals and conducted online surveys among teaching and professorial staff. As a result, a hypothesis was made that it is possible to accumulate resources by decoupling higher education from the concept of the nation-state and supporting global education systems. However, the importance of tying learning specifically to national structures and state provisions was proven through this study. Consequently, such a globalist approach is not in the interests of the Republic of Azerbaijan.

M. Tight [25] studied the aspects of the impact of globalisation and internationalisation on modern education and concluded that these processes are not only one of the neoliberal programmes but also certain propaganda for young people. This statement only reinforces the conviction expressed earlier that protecting the Azerbaijani national education system from a cosmopolitan approach is an important task for the relevant agencies.

The issue of resource management control in higher education institutions addressed in this study was investigated by S. Kooli and R. Abadli [26]. The audit carried out in 26 higher education institutions undergoing the accreditation procedure demonstrated the peculiarities of solving personnel issues, utilisation of funds, and ensuring the continuity of the educational process. At the same time, according to the arguments presented above, it is much more effective to ensure control not through periodic audits, but through the introduction of an independent deputy director of resources, who can ensure the management of financial, material and human flows permanently.

The resilience of the education system during the Great Recession of 2008 was discussed by C. Jackson et al. [27]. The redistribution of resources to more sensitive areas of the economy led to a 7% decrease in funding for schools and universities in the United States, which forced many educational institutions to stop their activities. At the same time, the statistics on the dynamics of higher education institutions in Azerbaijan presented in this paper show the opposite – in the 2009/2010 academic year the number of

institutes and universities of all forms of ownership in the Republic of Azerbaijan only increased.

M.A. Camilleri [28], who studied the impact of the COVID-19 pandemic on changes in the efficiency of the educational process, stated that the provision of higher education services in 2020-2021 moved from traditional and blended learning approaches to fully virtual and distance learning. The author notes that this negatively affected the number of teaching staff, many of whose representatives were unable to adapt to the new technological challenges. At the same time, as was proved above, the education system of the Republic of Azerbaijan coped with the COVID crisis and the number of teachers in the 2020/2021 academic year became even higher than in the previous one.

Thus, the pandemic increased citizens' skills in distance communication and expanded learning opportunities – N. Tosun [29], using the example of Turkish universities, found out how teaching practice, internships and examinations are improved with the help of the Internet. The popularisation of this approach allows for the expansion of the international study of foreign students in Azerbaijan, the benefits of which were discussed earlier in this paper, even without the physical presence of applicants in the country.

In general, the role of foreign students in the national education system can hardly be overestimated. This was once stated by J. Bound et al. [30] on the example of the USA, where the number of students from abroad in colleges and universities has quadrupled in just forty years since 1980. This explosive dynamic positively affects the inflow of external resources, the global supply of highly educated workers, and the flow of classroom talent into the US labour market. T. Scott [31] also noted the peculiarities of budget filling at the expense of international education, but on the example of Great Britain, and J. Mittelmeier et al. [32] introduced the term “internationalisation at a distance”, describing the format in which a student studying remotely in a higher education institution of another country does not leave the borders of the country. Such technological innovations have also affected traditional exchange programmes such as Erasmus. R. Garcés and R. O’Dowd [33] noted in their paper the systemic launch of Erasmus+Virtual Exchange in university education.

The listed experience of foreign specialists in the sphere of knowledge export, both traditional and “virtual”, is relevant to the education system of the Republic of Azerbaijan. As it was mentioned in this paper above, this direction, with the necessary state support, can become an important source of replenishment of the national budget. Moreover, by becoming a regional educational centre based on the existing system of higher education institutions, Azerbaijan will attract highly qualified specialists who, after completing their studies, will remain

employed in the Republic of Azerbaijan, thus strengthening the resource base of the state.

## Conclusions

The modern world is forced to develop the key to rational management of resources, which is promoted by the global programme of achieving sustainable development goals, which is associated with the future of world economies. For public education this issue is also relevant – errors in the education of citizens or lack of knowledge are not as acute as, for example, in industrial production, but the delayed consequences of insufficiently effective management in education also carry risks for the social and political life of the national state.

Control over the efficiency of resource utilisation should be relatively independent of the school or higher education institution's management – otherwise, as seen above, corruption schemes may arise and part of the resource provision may not achieve its goals. The position of a special deputy director for resource management removes this problem. Being integrated into the structure of the educational institution and having sufficient authority, such a specialist deals with the distribution of material resources. However, this specialist does not depend directly on the director. They are appointed and dismissed by the district administration and, therefore, can counteract the director's corruption plans if they arise.

In addition to the rational distribution of resources, it is also necessary to fill the budgets of educational enterprises. International education can become a unique trade advantage for the Republic of Azerbaijan in the region, providing a regular inflow of foreign currency from abroad. Azerbaijani universities, which have a rich history and experienced teaching staff, can become centres of attraction for foreign students with proper information support. The post-pandemic trend, which has normalised and introduced the culture of distance communication into everyday life, gives additional confidence to such plans. Thus, when creating programmes for exporting knowledge from the Republic of Azerbaijan, funds will be saved for the preparation of additional infrastructure, classrooms, and dormitories, as a significant number of foreign students will study in Azerbaijan remotely without leaving their own countries. At the same time, the development of key messages of the communication strategy designed to attract foreign students to higher education institutions in Azerbaijan can be the topic of the next research.

## Acknowledgements

None.

## Conflict of Interest

None.

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## Ефективне управління ресурсами в освітніх установах: виклики та стратегії

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### Анотація

**Актуальність.** Актуальність цього дослідження якості сучасної освіти визначається експоненціальним технологічним прогресом 21-го століття. Крім того, раціональне використання доступних ресурсів також є актуальним для національних освітніх структур.

**Мета.** Метою цього дослідження є визначення потенційних напрямків в освітній системі Республіки Азербайджан, які б залучали та ефективно керували додатковими ресурсами.

**Методологія.** Використовуючи методи статистичного аналізу, порівняння, синтезу та прогнозування, було проведено дослідження фактичних показників освітніх установ та визначено основні тенденції.

**Результати.** Дослідження виявило тенденції розвитку освітньої системи Азербайджану, такі як кількість діючих вищих навчальних закладів, динаміка кількісних змін у викладацькому та професорському складі в контексті державних та приватних освітніх установ, а також обсяг коштів, виділених на освіту. На основі отриманих даних були сформовані прогнози подальшого розвитку та рекомендації щодо ефективного використання ресурсів у цьому секторі. Особливо вивчено поточну ситуацію з міжнародною освітою в Республіці Азербайджан і розроблено план дій для її розширення. У контексті контролю за раціональним використанням коштів та боротьби з корупцією було запропоновано систематичне впровадження окремої штатної одиниці заступника директора з управління ресурсами у сфері освіти.

**Висновки.** Дослідження визначає ключові тенденції розвитку освітньої системи Азербайджану та надає рекомендації щодо ефективного використання ресурсів. Воно підкреслює необхідність раціонального управління ресурсами та пропонує введення посади заступника директора з управління ресурсами для боротьби з корупцією. Додатково, дослідження пропонує план підвищення конкурентоспроможності освітньої системи Азербайджану на міжнародних ринках.

**Ключові слова:** освітня система; вищий навчальний заклад; експорт знань; людський капітал; запобігання корупції; державне фінансування.