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GENDER DIFFERENCES IN EDUCATION AND THE PERSPECTIVES FOR THE LABOR MARKET

Abstract

The developed countries today are oriented towards the knowledge economies, pointing at the core human capital and innovative ideas that the latter brings. Of course, our country belongs to the category of developing countries, and there is still much to be done in terms of the pursuit of achieving the level above cited, but on the other hand, has improved considerably in terms of the tendency to education and access to the phenomenon. Despite the gender differences and masculinity concepts that still dominate in the country, will be able to see that education is an area in which women and Albanian women have a positive approach, aiming at a more and more a high level of education and training, with purpose approach to the labor market, and competition based on skills. However, the labor market, for a variety of reasons, does not seem to reflect this trend in a symmetrical manner. In addition, we could see a descriptive analysis based on published national statistics.

Keywords-Human capital, gender differences, education, skill-based on competition

Introduction

Albania, our country which in 2005 had a total population of 3,019,634 persons, of whom 1,506,889 were of individual male and 1,512,745 female belonged (Institute population 1 January 2001 to 2016, before the 03/30/2016. Cited by

<http://www.instat.gov.al/al/themes/popullsia.aspx>). The population is a dynamic indicator, so it is satirical and changes over time. 20015 respectively for the year our country had 2,892,302 inhabitants, so a total population is shrinking, of whom 1,430,817 were women and 1,461,485 were male residents.

From the above, we can say that the population of our country has a characteristic or gender composition of which is almost equal, therefore having so approximate equal composition between men and women. Changes in time reflect a decrease of 1 percent of individuals who are female, but despite this, the male-female ratio for 2015 is 51 to 49% respectively.

Gender differences in education

Education is a very important indicator of professional achievement or non-achievement. Considering it from this aspect, it was considered as a matter of particular importance on gender-based observation of the trend or tendency to be educated or not. In addition, will more specifically can see the data published by the National Statistics Institute.

TABLE I. STUDENTS WHO TOOK THE SCHOOL LEAVING CERTIFICATE, DIVIDED BY GENDER, 2002-2012

Years	Men's	%	Wome n's	%	Total	%
2002	28770	51	27165	49	55935	100
2003	26382	50	26803	50	53185	100
2004	28730	51	27783	49	56513	100
2005	30241	51	29278	49	59519	100
2006	29886	51	28330	49	58216	100
2007	28543	51	27242	49	55785	100
2008	27605	51	26429	49	54034	100
2009	25754	51	25274	50	51028	100
2010	26362	51	25667	49	52029	100

2011	26031	51	25155	49	51186	100
2012	25801	51	24579	49	50380	100

Source: INSTAT, Students who took the school leaving certificate, 1991-2012 (adapted author)

Judgment on the first level of education in gender and started relying on published data for 10 years for compulsory education cycle, the 9-year-old (or the 9-year old system of education). Thus, in a holistic way, there is little difference on the level of education of men and women in terms of the compulsory cycle. Thus, in the first year of consideration, so in 2002, males accounted for 51% of the students from the first grade to eighth, while women accounted for 49% of the students of this cycle.

Male students in 2004 constitute 51% of participants in elementary education, keeping thus for years this trend. As named above, this trend actually continues and remains the same for the entire period under further review, so, from 2004 to 2012 men are more educated than women, referring forced system 8th year. Although there is a slight difference favoring males, it must be said that the difference is small and may not be a problem, because the absolute value and in this indication is moderate. Referring also publications, we can say that in the compulsory basic level, women appear in a better position as regards prospects and participation in matters of education and professional training. This is a good basis, but the tendency for further changes in education in higher education levels. We could see the following other degrees of partitions that affect professional formation individual and Albanian intellectual women.

TABLE II. STUDENTS REGISTERED SCHOOL BY GENDER, 2002-2012

Year's	Men's	%	Women	%	Total	%
2002	61,663	52	56,914	48	118,577	100
2003	65,809	52	60,843	48	126,652	100
2004	71,189	53	63,556	47	134,745	100
2005	83,243	53	73,254	47	156,497	100

2006	86,499	53	78,073	47	164,572	100
2007	90,377	52	82,892	48	173,269	100
2008	93,172	52	84,400	48	177,572	100
2009	68,260	51	64,543	49	132,803	100
2010	74,803	53	65,854	47	140,657	100
2011	80,746	54	69,388	46	150,134	100
2012	82,017	54	70,165	46	152,182	100

INSTAT, Pupils enrolled in secondary schools, 1992-2012 (adapted author)

As seen from the above-mentioned presentations, gender differences between students and high school pupils, are concrete and considerable levels than existing differences in the level of compulsory education. Concretely, for 2002, from 118.577 students attending the full-time studies at secondary school, belonging to 61.663 from 56.914 male and one female. Further, in 2003 the gender difference that remains the same education level, extending a year later, in 2004, with a percent. In general summary, the difference in the level of education has the same level and nature, characterized by a difference in the time that remains, in favor of males.

So, we see that there is an increase in time number of individuals registered for pursuing this cycle, but despite this, gender differences retain the same level. Unilaterally, it means that the time is growing more accelerated the number of men who attend secondary school, compared with the other gender.

TABLE III. REGISTERED STUDENTS IN UNIVERSITY BY SEX, 2001-2011

Years	Men	%	Women	%	Total	%
2001	16,036	38	26,124	62	42,160	100
2002	16,420	37.66	27,180	62.34	43,600	100
2003	20,168	38	32,846	62	53,014	100
2004	25,129	38.8	38,128	60.2	63,257	100
2005	30,832	41.5	43,325	58.5	74,157	100
2006	37,457	43.3	49,016	56.7	86,473	100
2007	39,283	43.5	50,919	56.5	90,202	100

2008	40,596	43.5	52,610	56.5	93,206	100
2009	54,439	44.5	67,887	55.5	122,326	100
2010	60,159	44.6	74,718	55.4	134,877	100
2011	70,451	44.3	88,512	55.7	158,963	100

Source: INSTAT, Registered students in universities, 1994-2011 (adapted author)

Higher education is an important indicator regarding the career prospects for developing, for the fact that individuals compete just on the basis of knowledge and expertise that they have. So, it is important to judge the level of education at this stage, study of individuals in a society.

By the data mentioned above, we can say that in 2001, women constitute 62% of the students who attended universities at overall, by differentiating significantly with men, who in the relevant follow university level of 38% of the total students. So this indicator admits there a strong tendency to be educated by women, to higher levels of study than men.

In 2003, the men who attend university were 20.168 students in absolute value, for a total of 53 students, first at 014. Comparison in terms of gender, women constitute 62% of total students, as opposed to 38% representation of the other sex. 2003 was the year of the last of these that the study takes into consideration, with low representation of men towards women in university audits. After this year, the data argue that the report aims at improvement, trying to moderate towards gender balance, but besides the positive trend, the gender balance is still far away.

In conclusion, we can say that in the higher education level, women lead to a considerable difference to men for their representation in the universities. Well, it means that women have a tendency, like, prospect, etc. to pursue higher studies more than men, with a level of representation of over 60%. This strongly confirms the desire and the will to the woman and Albanian women to develop themselves and her personality on the path towards success.

As mentioned above that education is a competitive basis, but also an advantage to compete and meet the goals of growth. One thing is true, based on published data above; there is no shortage of educated women in the relation to men in society. This logically leads to the judgment that, yes, the labor market has the same dynamic gender-based development, precisely because of this advantage that women are in the higher education levels. But not so. We could

see the following that there is a difference between men and women as representatives in the labor market. So, we can say that, primarily differences favoring males in the lower levels of study at higher levels, women have advantages and high-level representation at the university. This is an indication that promotes positivity and makes you think about the real possibility of increases in women in the career and profession. They have education, Albanian women now need more, and they have a chance.

The level of education as an indicator of the level of employment

So far we saw the level of education and the labor force, the level of registered unemployed jobseekers, labor force on gender views, etc. In addition will be able to see the impact it has on the education level of the working level. But at this point will be able to see the link between level of education and employment level. So are most qualified individuals employed than individuals with a lower education level? What is the ratio between unemployment and the level of education? On the basis of the following data will be able to judge more precisely.

TABLE IV. UNEMPLOYED JOBSEEKERS BY LEVEL OF EDUCATION, 2004-2014

Years	8-9 Primary school	%	High school		University		Total
2004	84,066	53.5	70,219	44.7	2,723	1.7	157,008
2005	81,845	53.4	68,563	44.7	2,842	1.8	153,250
2006	81,273	54.2	65,148	43.5	3,373	2.3	149,794
2007	77,009	54	62,531	43.7	3,331	2.3	142,871
2008	74,962	53.3	62,046	44.1	3,591	2.6	140,599
2009	76,056	53.5	62,249	43.8	3,763	2.7	142,068
2010	77,503	53.8	61,284	42.5	5,089	3.7	143,876
2011	77,749	54.5	59,558	41.7	5,177	3.8	142,484

2012	77,870	54.5	59,025	41.4	5,635	4.1	142,530
2013	77,816	54.5	58,885	41.2	5,947	4.3	142,648
2014	76,929	54.1	56,926	40	8,143	5.9	141,998

Source INSTAT, Registered unemployed persons by level of education, 2000-2014 (adapted author)

Starting from a superficial point of view, we can say that the level of education affects the level of unemployment, so there is an indirect relationship between them. This means that the lower the education level, the higher the possibility to be classified as unemployed. Exactly the opposite is true. The higher the education level, the lower the unemployment rate. Once again we remember that women constitute the majority of students only pursue higher studies; in the all the years of the period under review.

In 2004 nationally as unemployed result 157.008 individuals, of whom. 84.066 individuals concerned only had education level of compulsory education, so that 8 or 9-year, while 70.219 individuals were jobseekers with secondary education, and 2,723 were highly educated job seekers. In the report, 53.5% of jobseekers in the year in question only that level of education compulsory, 44.7% have the high school, and 1.8% of unemployed workers with higher education result.

Referring to data published in 2006 on the level of individuals registered as unemployed looking for a job, we can say that nationally there were 153.250 persons registered as a job seeker. Divided by level of education, we can still say that the highest level of unemployed jobseekers is the individuals who have a basic education. Up more than we can say that the labor market today is directed towards professionals and individuals who have a higher qualification degree than the base. So, for the year, 54.2% of unemployed workers had a basic education levels, 43.5% of these individuals had the level of secondary education, and only 2.3% had higher education. As confirmed by the data, higher education has a low level of jobseekers, taking for granted further than just low level of this indicator, asserts the contrary, individuals with high level of education, have unemployment rate low.

At the level of aggregate, a decrease of individuals who possess the education level 8-9 years old, which in this case are classified as unemployed looking for a job. So, for this category, in the time, there was a reduction of individual applicant. Descending trends have also individuals with secondary education regarding the comparison with itself at time, and so thoughtful, increase the level indicator reflects the unemployed jobseekers that are highly educated. While the indicator itself, in the totals has an unclear trend, creating periods of ups and downs in the particular. Again in the general judgment, the majority of down to individuals without work who are looking for, comprise individuals who have a level of education low, being rich with a margin averaged 10% of people without work, to school but they are looking for a job.

So, in 2008, 53.3% of jobseekers had 8-9 years education, 44.1% had secondary education and 2.6% had higher education. The following year there is a modest change in the relationship between the three stairs to the study, in terms of a registered unemployed looking for a job. For individuals who are highly educated, this request was presented to the level of 2.7%, versus 43.8% of individuals applicants who possessed a secondary level of education, and low education applicants constitute 53.5% of total households jobseekers.

Considering the above, we can say that despite differences in the time and changes in demand for work, again first in the level of education we can say that the most discriminated against or individuals who have a high demand for labor, judging further that are unemployed classes are individuals who have an elementary education professional levels and having basic training, which is an advantage and not in any way exclude from the labor market. Statistics show that in the ten years taken into consideration, this is no different indicators, ranging in the value on average 50%. The second class of discrimination in the labor market as regards level of education, are unemployed individuals that require one, but on the other hand, have a secondary level of education. The representation of this class over the years has an average value somewhere at 42%, arguing that there is a degree of exclusion that prevents these individuals to enter the labor market. Indicators that there is a decrease in total registered unemployed, over the years, but on the other hand, in a moderate way, increased the number of individuals who have higher education in the total of individuals who do not have a job but seeking one. So in the

conclusion, we can say that education is an important factor that impacts directly in the possibilities and his attempts to develop had a career and professional growth opportunities. So, higherto be in the education level, the higher will be the chance to compete in the labor market.

Unemployment is an issue which has a wider treatment in the economy and in the policy making of a country due to direct impacts that it has at the subsistence level. We earlier saw unemployment by level of education, classifying further education as an important indicator of the development of the labor perspective. But as unemployment is not the same uniformity in terms of levels of education, as there is at the same level and in terms of age. In addition will be able to see unemployment in the terms of age, which age has, therefore, higher levels of unemployment, in the time.

Labor Market Analysis

In two issues treated above, we saw the composition of the population in the context of gender, seeing thus nature that in the time this indicator, the second, again in terms of extension of time, we have seen the trend in education by gender, for three cycles. In addition, we can summarize the labor market and unemployment gender seen.

The labor force comprises all individuals of a country that are active and able to work. As already indicated, human capital is one of the key factors in the production process. But like any other, this indicator changes over time for a variety of reasons, of which the following will be overlooked because they do not constitute the basis and core of what is required of transmitted.

So, from an active labor force in 2004, which was at the level of 1,088 000 individuals, 660 000 of them belonged to the male, and 428 000 individuals out of a total labor force, belonged to the women. So, in other words, 60.7% of the active labor force was male and only 39.3 were women.

This difference is considerable, taking into account, thus bringing once again the attention that the population in the country, judging gender is almost equal levels, i.e. approximately 50% of the population is male and 50% of population females. While in this case, the difference between the sexes for the first year to consider is approximately at the level of 20%.

In 2005, there is a moderate decrease in the total workforce, with 5000 individuals, which fall, the first gender reflects more individuals males, while, despite this decline, in women, in terms of readiness work, exactly is reflected an increase of 2000 individuals. We remember once again that the labor force represents individuals registered or classified as able to work on the basis of certain criteria. Thus, the labor force shows readiness to work but not employed persons, or concrete employment. But, despite this decline, which reflects very little percentage, not influenced inherent gender gap in the labor force for a given year (INSTAT, 2016).

In 2008, 680 000 registered individuals in the work force belonged male and 434 000 female individuals belonged to the. In total, in 2008 there were 1,114,000 registered as actively looking for work. It must be said that this was the year with the highest labor force recorded for the period under consideration. The biggest advantage was also gendered precisely in 2008 because 61% of the labor force consisted of men (INSTAT, 2016).

In the last year consider, in 2014, registered men in the labor force were 604,000, compared with 463,000 women registered in the labor force for the year under consideration (INSTAT, 2016).

In conclusion, we can say that the total labor force at the time has changed, down at certain times and rising further in other periods, but the first in terms of gender, there was a moderate increase but levels which are valid to consider the change. So, women have had a continuous increase at the account for the labor force, thus conveying the idea but also the prospect concrete to compete and increase their level of representation, aiming professional growth, tend to career development and access to increasing the representation their labor market and social life. This indicator is an indication that claims directly increasing claims by women to have concrete economic opportunities, looking for more time. Even why the differences exist as we saw, and there is a considerable level, again, we can say that in its entirety, situation, the first at the terms of time has changed, having positive track approach.

As noted above, it was at the way the willingness of individuals to be employed, judging gender. In addition will be able to see the level of individuals specifically employed for each gender. So, in other words, what the attitude of the labor market the first at the gender, reflecting further and on the fact that, at all levels of education, women and top priority too. Launched by a

logical reasoning, we can say that due to a higher level of women's education, employment their number should also be higher. But is it really?

In 2004, total employment nationally was at the level of 931,000 individuals, of whom 578 000 belonged to the males, and 353, 000 individuals belonged to the female gender. So, 62% of employees were male and 38% were female.

Based on the above, where women topped at the higher education level, by differentiating at the considerable degree, on the other hand, differentiate negatively in the labor market. This is an indication that the labor market has deviated and not appropriately reflects the level of qualification. Meanwhile, in 2014 57.8% of employees are male, while 42.2% of the individuals you belonged female employees. We can say that this indicator has changed bearing in a large improvement over females, on the other hand, again at the relation to the level of education and the willingness to work, this level remains low.

I referred to the INSTAT published data; we can say that the unemployment rate for males at the time is lower than the rate for women.

TABLE V. UNEMPLOYMENT RATES BY GENDER

Years	Total (%)	Men(%)	Women(%)
2004	14,4	12,4	17,5
2005	14,1	12,1	17,2
2006	13,8	11,8	16,8
2007	13,2	11,2	16,3
2008	12,5	10,4	15,9
2009	13,6	11,5	16,7
2010	13,7	12,9	14,7
2011	13,3	12,1	14,7
2012	13,0	11,4	14,7
2013	13,0	11,5	14,9
2014	13,3	11,6	15,6

Source: INSTAT, the registered unemployment rate 2004-2014 (adapted author)

Looking at the data above published, we can say that at the all the years under consideration, total unemployment has declined, reflecting the fall in unemployment for both sexes, but in the report, we can also say that the level off without employment for women is high time that at the employment level without men.

CONCLUSIONS

Education is a factor which influences directly on the prospect of employment. Today more and more people have required a skilled workforce, thus aiming at the continuous growth of quality jobs and sustainable economic growth. By the data analyzed, we can say that our country consisted of a gender-differentiated population, almost equal, therefore, despite the changes in percentage, in ten years we have seen that change, the report is saved. Considering it from this aspect, the Albanian woman is no longer just half of the population, but also half of perspective development.

Secondly, it was found that almost all levels of education, women or individuals belonging to the female lead, having a clear perspective trend in education. So, at all levels of education, women are the ones have a higher level inthe regard.

And finally, contrary to the trend at the higher education and training level, we found that women have a lower level of occupation or employment work, reflecting one deviation labor market. So, based on national statistics, we can say that, regardless of the level of education, labor market discriminates and reduces gender the perspectives for further career and professional growth.

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