

# Analysis of public and private university, the perspective of young people in Albania

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**Abstract**— One of the essential topics that young people touch on is the issue of education. Choosing the right direction is the biggest challenge and this includes choosing a university. Investing in knowledge should include the quality, standards and guarantees offered by public or private universities. But what are the tendencies of young people regarding the selection of universities? This is the labor market affected by this selection? This paper presents the importance of continuing studies in public and private universities in Albania. Initially, there are given some general results for the study opportunities and then there are studied with details all of the data obtained take from a survey conducted on students and recently graduates from public and private universities in the country. The questionnaire contains 13 questions for quantitative and qualitative variables. The data tables and graphs are studied in R and Python programming languages. The results are compared with the way learning has developed in the last two years, influenced by Covid-19.

**Index Terms**— private university, public university, students, standards, quality, trends.

## 1. INTRODUCTION

In Albania, students can continue their higher studies at 12 public and 11 private universities. The first public university was opened in 1951 in Tirana, while private universities have started their activity over the years 2004 – 2005. There are also about 15 academies and colleges of different directions scattered throughout the country. During these decades, various factors have influenced the education system in Albania. The first university did not allow all young people to pursue their dreams, affected by the communist system in Albania. The transformation of the communist system into political pluralism underestimated education in general and the university in particular. During years of transition, young people wanted to study in European countries and beyond (a continual problem in those days). Public universities due to mismanagement of funds or often even in their absence did not create opportunities for students to attend the necessary hours of laboratories, did not offer good conditions in their classes, libraries were not rich and the possibility of internships during studies was insufficient to its absence. The above conditions were required every day more and more in the maximum quality and became the fundamental impetus for the opening of private universities in the country.

During the academic year 2018–2019 (which has been the last year developed under normal conditions in university facilities), we conducted a survey to assess the opinion of students about the conditions offered by their university. In this way, we built a survey with 13 questions and distributed it to 284 individuals who studied in different years and recently graduated from universities in the country. The data beyond qualitative and descriptive types, which we have evaluated in detail in the statistical program R, and some of the graphs are built in the Python programming language. We have noticed that students have scattered opinions even though they can study at the same university.

The debate on the development of universities is often reduced to their subdivision into public and private and then, in

the elaboration of arguments and listing of characteristics that give each group more or less value. Another feature of the debate is the intention to align the two types of universities on two opposite sides, or in two opposing camps, while in most countries it is quite the opposite, because in addition to the aim of their internationalization at the regional level, more and more efforts are being made to exchange programs and students at the national level.

In these lines, the aim is to enrich this debate from the students' point of view and to moderate it from the comfortable positions of analyzing their answers. In our questionnaire we have included several different categories. From those, we managed together answers divided by gender, by completed their studies, opinions about libraries and laboratories, relationship between different opportunities for works and internships. Furthermore, this survey is based on real data during academic year 2018–2019, and expanded with information for last two years.

## 2. Public-Private universities

### 2.1 Distribution of participants

In our questionnaire, we have included several different categories. From them, we managed to get answers divided by gender from those who are currently students and from those who have completed their studies. In table 2.1 we have presented a graph based on our data.

**Table 2.1.** Distribution of categories of respondents by gender a student status

Student	F	M	Total
No	9.9	10.2	20.1
Yes	62.2	17.7	79.9
Total	72.1	27.9	100.0

We note that of the respondents, about 79.9% are currently students and only 20.1% have completed their studies. Of those who are currently students, about 62.2% are women and 17.7% are men. While for those who have completed their studies, about 9.9% of them are female and 10.2% male. So, we can say that we have the largest participation of those individuals who are currently students and the majority of them are female. While in the category of those who have completed their studies most of them are men. Datas from table 1.1 are presented in type of a graph as below.

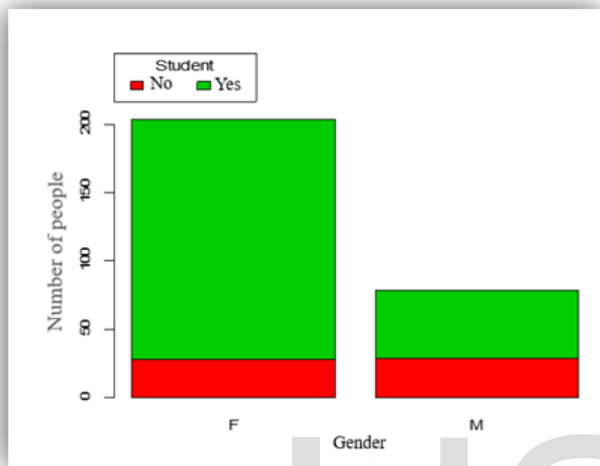


Fig.1. Density of respondents by gender

### 2.2 Attendance at public-private university depending on gender

Table 2.2 shows that the majority of respondents, about 87.6% are from public universities and 12% from private universities. The majority of respondents are female 73.1% compared to males 26.5%. We have that 7.4 % of respondents who have graduated from private university are females and 4.6% are male. The largest percentage of respondents are from the public university, where 65.7% are female and 21.9% male. We conclude that men are more inclined to continue their studies at a private university than women, who chose to learn at the public university.

Table 2.2: Attendance at universities depending on gender

University	Gender		Total
	Female	Male	
Private	7.4	4.6	12.0
Public	65.7	21.9	87.6
Total	73.1	26.5	100.0

Pearson's Chi-squared test  
Ex-Squared=285.69, df=4, p-value<K 2.2e-16

It is considered a better presentation for datas from Table 2.2 with the graph below.

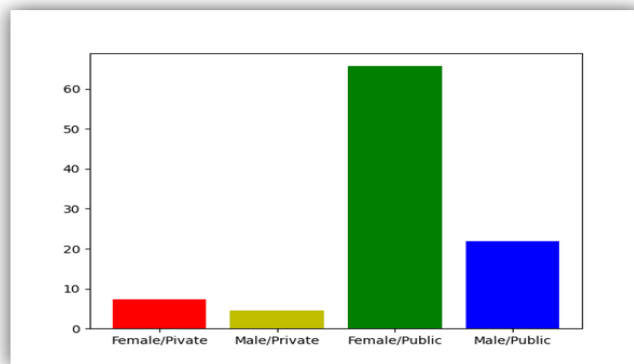


Fig.2. Attendance at universities depending on gender

### 2.3 Quality of teaching in public-private university

Figure 3 shows that a significant part of the respondents, 70.7% rated the quality of teaching in the university of Tirana as medium and 9.9% said that the quality of teaching is "very good". Regarding the state university, we have dispersin in all three categories, but most of them evaluate the quality of teaching as "medium", exactly 65.7% of them.

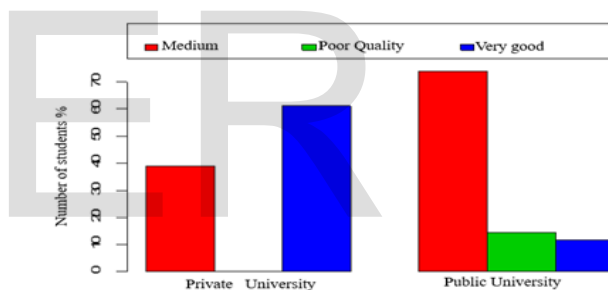


Fig.3 Quality of teaching in universities

As for the category "very good" and "poor" are 9.9% and 12% respectively. While what is noticed is that most of the respondents from private universities 7.1% evaluate quality of teaching as good.

We are interested in the quality of teaching, comparing public to private universities. In Figure 3, it is noted that none of the respondents from private universities considered the quality of teaching as "poor". Most consider it 'very good'. While in public universities the quality of teaching is considered as average by 65.7% of respondents

### 2.4 Cooperation of public and private universities with institutions that offer jobs.

One of the topics addressed in the survey was the cooperation of universities with institutions that provide work for students during their studies and after their completion.

**Table 2.4** Cooperation of universities with institutions that offer jobs

University	Cooperation of universities with employment institutions			Total
	No	I do not have information	Yes	
Privat	1.9	2.7	7.8	12.4
Public	43.1	26.9	17.6	87.6
Total	45	29.6	25.4	100.0

Pearson's Chi-squared test  
X-squared = 315.28, df = 6, p-value < 2.2e-16

From table 2.4 it results that 45% of the respondents have expressed that this university-institution cooperation is missing. The majority, 43.1% of respondents from public universities said that there is no or there has not been the cooperation of the respective university with institutions that offer work during and after the university period.

What is noticed is that there is a lack of information from individuals of public universities, exactly 29.6% regarding the issue of cooperation of the respective university with institutions that offer jobs or training in the work trade.

It is noticed that in private universities this university-institution cooperation has been more efficient, where 7.8% of individuals who are or have completed their studies in public universities have responded that there are such collaborations.

**2.4.1 Libraries frequency and quality in Public-Private universities**

**Table 2.4.1** Attendance of libraries depending on universities

Library	Occasionally	Monthly	Weekly	Daily	Total
Privat	2.5	3.5	3.5	2.5	12.0
Public	17.3	30.0	30.7	10	88.0
Total	19.8	33.5	34.2	12.5	100.0

Pearson's Chi-squared test  
X-squared = 285.84, df = 8, p-value < 2.2e-1

Table 2.4.1 shows that the majority, 34.2% of students claim to attend libraries "weekly", of this 30.7% belong to public universities and 3.5% to private ones. And 33.5% of them answer that they attend "monthly" libraries, where an influential factor for this low level of library attendance are the conditions of libraries (necessary literature, access to books and academic journals, access to electronic journals).

**Table 2.4.2** Terms of libraries depending on universities

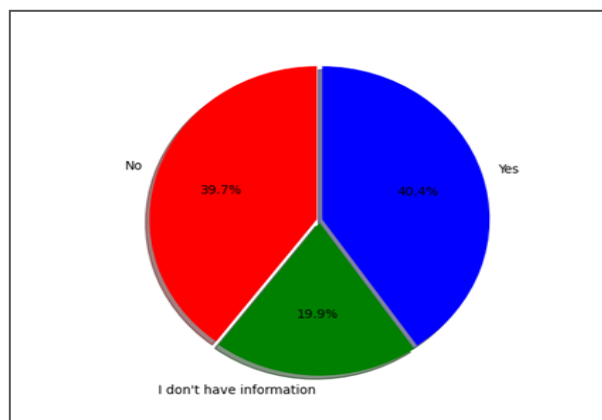
Library_quality	Satisfactory	Good	Excellent	Total
Privat	1.8	4.6	5.7	12.1
Public	38.2	45.9	3.8	87.9
Total	40.0	50.5	9.5	100.0

Pearson's Chi-squared test  
X-squared = 350.67, df = 6, p-value < 2.2e-16

Table 2.4.2 shows that terms are not very appropriate, as most 50.5% claim that they are "good" and 40.0% of them rate them as satisfactory. It is noted that a fairly small percentage of individuals in public and private universities, 9.5% claim that conditions are "excellent". Also, a very large percentage 40.0% describe the conditions of the libraries as "satisfactory". What is noticed that the majority of individuals from the public university 45.9% rate the library conditions as "Good" and 38.2% as "Satisfactory ". While the majority of individuals belonging to private universities 5.7% rate the library conditions as very good.

In table 2.4.1 we notice that 34.2% of students claim that they attend libraries "weekly", wherefrom we notice that most of the people who attend libraries are women, of these students 30.7% belong to public universities and 3.5% private ones. It is noted that women are more regular attendees of libraries in terms of public and private universities.

**2.5 Implementation of internships in public and private universities.**



**Fig 4** Realization of internships in universities

Figure 4 shows that the majority of respondents 40.4% claim that in the university where they are currently studying or have studied internships are realized.

Most of the students of public universities 39.7%, state that internships are not realized in the respective university. While a significant part of the respondents from public universities 19.9% claim that internships are conducted at the respective

university.

**2.6 Existence and functioning of laboratories in public and private universities.**

**Table 2.6** Laboratories in universities

Laboratories	No	Yes	Total
Privat	2.5	9.7	12.2
Public	39.6	48.2	87.8
Total	42.1	57.9	100.0

From table 2.6 it is noticed that most of the 57.9% state that there was/were laboratories in the respective branch, but also a considerable part 42.1% state that the laboratories were missing in the respective branches. This can be justified by the fact that not every branch needs to attend a laboratory but also by the fact that in these universities there is a lack of them. The majority of respondents from public and private universities stated that there are laboratories in the respective branches, respectively 48.2% in public universities and 9.7% in private ones.

**Table 2.6.1** Operation of laboratories in universities

Laboratory_func	No	Don't have	Yes	Total
Privat	1.8	2.7	7.8	12.3
Public	15.9	39.6	32.2	87.7
Total	17.7	42.3	40.0	100.0

Pearson's Chi-squared test  
X-squared = 293.37, df = 6, p-value < 2.2e-16

It is noticed that a significant part of the respondents, 42.3% of students and individuals who have completed their studies stated that there was/were not functional laboratories for the respective branches.

What is noticed is that from the public university a majority of 39.6% stated that laboratories were not functional and 32.2% stated that laboratories were functional. While in terms of private universities most of the respondents from these universities, 7.8% of them stated that the laboratories were functional for the respective branch and very few 1.8% considered them as non-functional.

It turns out that 39.9% of individuals who claim that there were laboratories rated them as functional. So, these laboratories provide suitable conditions for the realization of laboratory hours. While 17.7% of them claim that these laboratories, even though they are present in these universities, are not functional, so they do not offer the right conditions for the realization of laboratories.

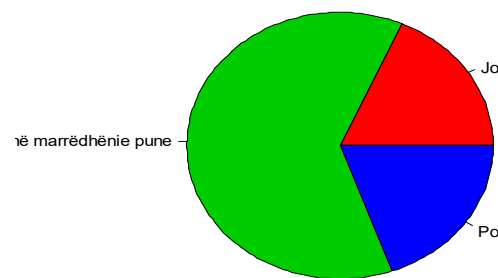
**2.7 Employment opportunities after graduating from public or private university.**

**2.7.1 Employment relationship**

An important part that needs to be assessed is how the labour market expects young people. Does their work match the studies they have conducted?

From our data table we noticed that from 284 individuals, 177 of them are in employment relationship, specifically 93 are in their profession and 84 aren't. There are 107 individuals who are focused on their studies.

**A ka lidhje puna me studimet**



**Fig.5** Employment relationship

**2.7.2 Employment relationship based on public-private university**

Given that 70% (198) of individuals from the public university are currently students, it turns out that for the most part, 155 individuals are not in employment. Likewise, from the private university, we have that most of their 22 students are not employed. While persons who are currently continuing their studies and who have claimed to be in an employment relationship, it turns out that in most cases. Respectively 39 students out of 65 employed in total, the current job is not related to the studies they are currently conducting.

**A significant part of the students answered that they are not in employment because:**

- Are only dealing with studies
- Inadequate teaching schedule
- School overload
- Institutions required work experience

**Table 2.7.2** Employment depending on universities

	No	No_employment relationship	Yes	Work & studies
Privat	6	22	6	0
Public	46	155	47	0
University	0	0	0	1

Pearson's Chi-squared test  
X-squared = 283.06, df = 6, p-value <2.2e-16

As for the individuals who have completed their studies at these universities are 50 individuals who have completed the public university and 4 individuals the private one.

It turns out that most of the individuals who have completed their studies are employed, is 40 individuals out of 54. And for most of them, respectively 27 individuals, we have that their work coincides with the studies completed.

Regarding the reason why these persons are not in employment, most of them said that:

- years of experience are required from institutions
- I do not know

**Table 2.7.3** Opportunity of changing their university

University	No	Yes	Total
Privat	87.8	12.2	100
Public	64.5	35.5	100

Putting respondents in a hypothetical situation we asked them if they would change their university if they had the opportunity, from the private-public and vice versa. The results are presented in table 2.7.2.

From the answers, it resulted that for the respondents from the private sector about 87.7% of them would not change the university and only 12.2% would change it if they had the opportunity. Otherwise, the situation is related to the state students, were about 64.5% of them want to stay at the university where they are currently and about 35.5% of them, so a significant part would change the university if given the opportunity.

### 3. The impact of pandemic situation at universities and the future

The academic year 2019-2020 has been interrupted teaching in the entire education system in Albania (during the first semester) due to the strong earthquake that hit our country on November 26, 2019, for more than two weeks. While almost the entire second semester was conducted online due to the Covid-19 pandemic. Faced with these unexpected situations as all other countries in similar situations, it took a considerable amount of time to adapt and continue learning in new conditions. Also, the academic year 2020-2021 has been

developed almost online in all universities in the country. This fact has brought another direction in education in Albania, but not only. Digital classrooms, online lectures, online libraries, lack of practice hours and labs have provided students new learning opportunities. Online learning has greatly influenced the choice of a university by young people who will continue their studies in the first year. We are observing the results that will come from the enrollments of this academic year in the selection of public or private universities.

The pandemic situation forced the whole world to isolate itself to prevent the mass spread of the virus, it was necessary to create new conditions for life to continue its normal rhythm within this inevitable new reality. Measures were taken everywhere to continue this actual situation, without risking the health of people.

Our country was in the same situation with other countries, where it had to create the conditions for adapting as well as possible and with as few consequences as possible from the situation caused by Covid-19.

In terms of education, especially public and private universities, based on the experiences of more developed countries, tried to create such conditions that students do not miss the academic year. Of course the solution was to acquire distance knowledge, relying on online learning with different platforms, as can be mentioned: Teams, Google Classroom, Google Meet, Zoom, Moodle.

As the situation lasted over time, conditions improved. Now students not only communicated in online classrooms, but also had the opportunity to use a variety of materials in online libraries.

This way of learning was initially born out of necessity, but over time it was seen that it also had its benefits. In this way, students can continue university, in parallel can also work. The cost of studies for students who come all over the country was lower, as they could follow their studies from their home country. In the following, considering the development of the pandemic situation, it is interesting to study the opinion of the academic staff and the students opinion, if they would be ready for another year online. Since our study includes public and private universities, in the continuation of the study will be developed with concrete data on how universities have managed the situation and their evaluation by starting from student's opinion.

### 4. Conclusion

In conclusion, from this table of data that we have taken as a review, we have managed to come to some general conclusions.

In the survey we conducted, we can say that we have the largest participation of those individuals who are currently students and the vast majority of them are women. While in the category of those who have completed their studies, most of them are men.

It is noted that the majority of respondents, about 87.6% are from public universities and 12% from private universities. The majority of respondents are female 73.1%, compared to 26.5% male.

Regarding the state university, we have dispersion in all three



categories, but most of them evaluate the quality of teaching as "average", exactly 65.7% of them.

So, in terms of teaching, we can say that it is on the right track. What is noticed is that the majority of respondents from private universities, 7.1% rate the quality of teaching as "very good". This means that even the private University, although in a small percentage, all respondents have expressed that the quality is good.

Whereas, regarding the collaborations with other institutions from the universities, what is noticed is that there is a lack of information from the individuals of the public universities, regarding the issue of the cooperation of the respective university with the institutions that offer jobs, or their training in the market. work. Also, 44.9% of respondents said that this university-institution cooperation is missing.

It is noticed that in private universities this university-institution cooperation is more efficient, where 7.8% of individuals who are or have completed their studies in public universities, have answered that there are such collaborations.

Laboratories are very important from a practical point of view for study and it is noticed that most of them claim that there was/were laboratories in the respective branch and they are functional, but also a large part, 42.5% claim that the laboratories were missing in the respective branches. The majority of respondents from public and private universities stated that there are laboratories in the respective branches, respectively 48.1% in public universities and 9.5% in private ones.

We also studied from their responses that what is noticed is that the majority of individuals from the public university 45.9%, evaluate the conditions of libraries as 'average' and 38.2% as 'very poor'. While the majority of individuals belonging to private universities 5.7%, evaluate the conditions of libraries as very good and are sufficiently attended by both parties, where the vast majority are women.

What is most important as a conclusion is employment. What we managed to figure out is that a significant portion of the students responded that they are not in a working relationship. This is for different reasons. While those who are currently employed, claim that their work coincides with their studies, some say that their work does not coincide with the branch where they study or have studied. So, they have more or less the same distribution.

Public and private universities have a difference between them.

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