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HOW DO SLOVAK WOMEN PERCEIVE THEIR OPPORTUNITIES ON THE GLOBAL LABOR MARKET? GENERATIONAL STUDY

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RESEARCH BACKGROUND

- Despite European labor market offers wider opportunities of employment also for Slovak women, it is characterized by notable gender disparities too.

- Except for the 12% employment gap, the 16% wage gap still occurs.

- Study examines generational differences in attitudes of Slovak woman according to their opportunities on the global labor market with the respect of fact that, women's own views on the need for such activities differ across generations.

- **Keywords:**   woman, generations, global labor market, opportunities, attitudes
- **JEL Classification:**   J16; J71; Z13

METHODOLOGY

- The research was conducted using the Google docs. online questionnaire method on a sample of 361 respondents, who were exclusively women of economically active age already incorporated in the labor market.

- For this reason, stratified randomization was performed and members of Generations X, Y and Z (Mccrindle, 2011) were approached to participate in the online survey.

- The study based on the fact, that (Lissitsa and Kol, 2016) these cohorts share the same attitudes, ideas, values and beliefs based on their birth during the same time period and living through common experiences.

$$H_0: \text{All k populations have the same distribution.}$$

- Alternative hypothesis were formulated in the line with the assumption, that the distribution of variables is different across categories of generations X, Y and Z.

Q0	Generation (age)
Q1	Education level
Q2	Economic activity
Q3	Opportunities of woman on global labor market
Q4	Possibilities to educate
Q5	Participation in courses
Q6	The need of the various retraining courses

METHODOLOGY

The set of Ha's were set in a following manner:

- H1: The distribution of education level is different across categories of generation.

- H2: The distribution of economic activity is different across categories of generation.

- H3: The distribution of opportunities of woman on global labor market is different across categories of generation.

- H4: The distribution of possibilities to educate is different across categories of generation.

- H5: The distribution of participation in courses is different across categories of generation.

- H6: The distribution of the need of the various retraining courses is different across categories of generation.

- Hypotheses were statistically tested through the Kruskal-Wallis test using a statistical addition to excel - XL stat.

- According to p-value lower than the significance level alpha=0.05, the null hypothesis H0 can be rejected, and the alternative hypothesis Ha is accepted.

- As a post hoc test to the Kruskal-Wallis test the Bonferroni correction test was computed to counteract the problem of multiple comparisons between the examined variables.

LIMITATIONS

- Z generation includes individuals who (regarding age) don't graduate just yet which may have influenced the educational structure of the sample examined.

- Study aimed at the employment as a form of entering labor market and it does not deal with self-employment, even though we won't question the successes, nor the necessity of women entrepreneurs who are running their own businesses.

- The scope of this paper did not allow us to address this phenomenon in the global work environment. The inclusion of women in entrepreneurship would require a different methodological approach, leading to inconsistencies in results.

- Considering outcomes of Matysiak and Mynarska (2020), self-employment neither affects women's fertility decisions nor does it attract mothers on wage and salary contracts. It is chosen by non-employed mothers as it may be the only opportunity for them to enter the labor market.

RESULTS AND DISCUSSION

- Most of the women of economically active age from the survey were among the generation Y (born in 1980-1994) with the number of 169 which makes 47% of all.

- They are followed by the 162 answers of women from generation Z (born in 1995 and later) with 45%.

- The oldest generation X (born in 1965-1979) hold only 8% which makes 30 answers. This lowest number was expected in this oldest generation due to the fact that the survey was made online.

- According to Lissitsa and Kol (2016), both, generations X and Y are characterized by higher rates of Internet adoption, compared to the older generations. Even though generation X is characterized by technological and media savvy, the skepticism and pragmatism is typical for them too.

- On the other hand, generation Y is considered the first high-tech generation, which describes higher representation of generations Y and Z in this study.

OUTCOMES OF STATISTICAL ANALYSIS

Kruskal-Wallis test H1: The distribution of education level is different across categories of generation.

Bonferroni correction H1.

K (Observed value)	98.292
K (Critical value)	5.991
DF	2
p-value (Two-tailed)	< 0,0001
alpha	0.05

Questions	Q1 | 2	Q1 | 1	Q2 | 3
Q2| 2	1	0.001	< 0,0001
Q2| 1	0.001	1	0.033
Q2| 3	< 0,0001	0.033	1

OUTCOMES OF STATISTICAL ANALYSIS

Kruskal-Wallis test H2: The distribution of economic activity is different across categories of generation.

K (Observed value)	125.614
K (Critical value)	5.991
DF	2
p-value (Two-tailed)	< 0,0001
alpha	0.05

Bonferroni correction H2

Questions	$Q_2 \mid 2$	$Q_2 \mid 1$	$Q_2 \mid 3$
$Q_2 \mid 2$	1	0.672	< 0,0001
$Q_2 \mid 1$	0.672	1	< 0,0001
$Q_2 \mid 3$	< 0,0001	< 0,0001	1

OUTCOMES OF STATISTICAL ANALYSIS

Kruskal-Wallis test H6: The distribution of the need of the various retraining courses is different across categories of generation.

K (Observed value)	8.017
K (Critical value)	5.991
DF	2
p-value (Two-tailed)	**0.018**
alpha	0.05

Bonferroni correction H6

Questions	$Q_6 \mid 2$	$Q_6 \mid 1$	$Q_6 \mid 3$
$Q_6 \mid 2$	1	0.117	0.065
$Q_6 \mid 1$	0.117	1	**0.010**
$Q_6 \mid 3$	0.065	**0.010**	1

CONCLUSION

- Study examines generational differences in attitudes of Slovak woman according to their opportunities on the global labor market.

- According to realized statistical analysis we can outline the significant differences between:

  - education of generations X and Y; and Y and Z. The majority of examined woman of Y generation obtained second university degree, while most of the younger and older women obtained both first university degree,

  - economic activity among generations Z and X; Z and Y. The youngest generation significantly differ while most of the women of this generation are still students,

  - possibilities to educate among generations X and Z; Y and Z. Most of the women from all three generations stated that they know about the possibilities of education and acquisition of knowledge that can help them to increase chances of finding a job in the global labor market.

  - need of the various retraining courses among generation X and Z. Most of the women from youngest generation rather agree on the need of these courses, while most of the women from oldest generation strongly agree on the need of the courses.

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