

## Languages, Linguistics and Area Studies students in the National Student Survey 2009: An analysis by subject and gender.

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#### Introduction

This analysis was undertaken by Gosia Kulej-Turner, a consultant employed by the Higher Education Academy. Please address any questions regarding this report or the National Student Survey in general to John Canning at the LLAS Subject Centre in the first instance [j.canning@soton.ac.uk](mailto:j.canning@soton.ac.uk). The statistical appendices are available on request.

#### Technical Notes:

The 'Combined' category includes students who study a mix (2 or 3) of LLAS disciplines or study on a combined programme of LLAS and other disciplines where LLAS component is at least 50% of their programme. The 'Combined' category in this report **does not refer** to the 'Combined' category as per JACS classification.

All general results in this document are for LLAS students only. No national level NSS results are reported.

Mean scores are calculated from the 5 point scale (min 1, max 5).

All differences between disciplines or demographic groups are statistically significant (at least on 0.05 level) unless stated otherwise. To obtain statistical significance for means the ANOVA was used, for the percentages the Chi-square test was used.

#### Requested JACS codes

LLAS SC requested the following JACS codes at JACS Level 3:

- (076) American and Australasian studies
- (077) Celtic studies
- (079) French studies
- (080) German and Scandinavian studies
- (081) Italian studies
- (082) Iberian studies
- (083) Others in European Languages and Area studies
- (084) Linguistics
- (087) Asian studies
- (088) African and Modern Middle Eastern studies
- (089) Others in Eastern, Asian and African Languages and Area studies

In this report we investigate if there are any significant differences in replies to 22 NSS items between genders.

DISCIPLINE SPLIT FOR LLAS

	Frequency	Percent
<b>American and Australasian studies</b>	471	5%
<b>Celtic studies</b>	102	1%
<b>French studies</b>	524	6%
<b>German and Scandinavian studies</b>	200	2%
<b>Italian studies</b>	55	1%
<b>Iberian studies</b>	304	3%
<b>Others in European Languages and Area studies</b>	1156	12%
<b>Linguistics</b>	251	3%
<b>Asian studies</b>	224	2%
<b>African and Modern Middle Eastern studies</b>	112	1%
<b>Others in Eastern, Asian and African Languages and Area studies</b>	63	1%
<b>Combined</b>	6063	64%
<b>Total</b>	9525	100%

In the whole NSS 2009 dataset there are 9,525 students who study LLAS disciplines. Only one third of these students study one of LLAS disciplines as 100% of their programme. Two thirds of them study on a combined programmes of either a mix of LLAS disciplines (e.g. French studies and Iberian studies) or a mix of one LLAS discipline and other discipline (e.g. Linguistics and English) where LLAS component is at least 50% of the overall programme.

Because the Combined group is so large (64%) we have a very unbalanced discipline split that will affect any further analyses in this report, especially when it comes to differences between disciplines. Usually we would isolate one or two subgroups from the 'Combined' category but because of a large number of different LLAS disciplines it would not be meaningful and would not help the situation.

We propose to remove the 'Combined' category from the analysis of differences between LLAS disciplines. It will be clearly stated in the report when the 'Combined' category is included in the analyses and when it is excluded for the clarity of the results.

**Further exploration of the 'Combined' category**

With that many different LLAS disciplines there is almost an infinite number of different discipline combinations included in the 'Combined' category. There are 123 students studying three different LLAS disciplines simultaneously and there are 2,031 students studying a mix of two LLAS disciplines. The two most popular LLAS disciplines on combined programmes are French studies and Iberian studies. Around 20% of all combined programmes are French studies combined with some other discipline, the most popular are: Iberian studies, German and Scandinavian studies and Italian studies. Other disciplines somewhat frequently combined with LLAS disciplines are: Politics, Business studies and English studies.

## Demographic profile of LLAS students

In the demographic analyses all LLAS students are included (including the 'Combined' category).

### GENDER

	Frequency	Percent
<b>Male</b>	2868	30%
<b>Female</b>	6657	70%
<b>Total</b>	9525	100%

### MODE

	Frequency	Percent
<b>Full-time</b>	8157	86%
<b>Sandwich</b>	1045	11%
<b>Part-time</b>	323	3%
<b>Total</b>	9525	100%

### STUDENT DOMICILE

	Frequency	Percent
<b>UK</b>	8583	90%
<b>EU</b>	639	7%
<b>Rest of the World</b>	303	3%
<b>Total</b>	9525	100%

### REGION OF INSTITUTION

	Frequency	Percent
<b>England</b>	7675	82%
<b>Scotland</b>	921	10%
<b>Wales</b>	571	6%
<b>Northern Ireland</b>	174	2%
<b>Total</b>	9341	100%

## REPLIES TO NSS QUESTIONS

All LLAS students are included (including the 'Combined' category).

### PERCENTAGES OF AGREE WITH NSS ITEMS:

	Disagree	Neutral	Agree	N
Q1. Staff are good at explaining things	3%	5%	<b>92%</b>	6,353
Q2. Staff have made the subject interesting	5%	10%	<b>85%</b>	6,349
Q3. Staff are enthusiastic about what they are teaching	3%	8%	<b>89%</b>	6,354
Q4. The course is intellectually stimulating	4%	8%	<b>88%</b>	6,353
Q5. The criteria used in marking have been made clear in advance	15%	14%	<b>71%</b>	6,349
Q6. Assessment arrangements and marking have been fair	9%	15%	<b>76%</b>	6,339
Q7. Feedback on my work has been prompt	19%	19%	<b>62%</b>	6,340
Q8. I have received detailed comments on my work	17%	16%	<b>67%</b>	6,342
Q9. Feedback on my work has helped me clarify things I did not understand	18%	20%	<b>61%</b>	6,333
Q10. I have received sufficient advice and support with my studies	12%	15%	<b>73%</b>	6,341
Q11. I have been able to contact staff when I needed to	6%	7%	<b>87%</b>	6,344
Q12. Good advice was available when I needed to make study choices	14%	20%	<b>66%</b>	6,259
Q13. The timetable works efficiently as far as my activities are concerned	9%	9%	<b>82%</b>	6,350
Q14. Any changes in the course of teaching have been communicated effectively	11%	12%	<b>77%</b>	6,269
Q15. The course is well organised and is running smoothly	11%	14%	<b>76%</b>	6,350
Q16. The library resources and services are good enough for my needs	12%	7%	<b>80%</b>	6,326
Q17. I have been able to access general IT resources when I needed to	6%	7%	<b>87%</b>	6,304
Q18. I have been able to access specialised equipment, facilities or rooms when I needed to	5%	16%	<b>79%</b>	5,681
Q19. The course has helped me to present myself with confidence	7%	16%	<b>77%</b>	6,325
Q20. My communication skills have improved	4%	12%	<b>84%</b>	6,323
Q21. As a result of my course, I feel confident in tackling unfamiliar problems	6%	17%	<b>77%</b>	6,311
Q22. Overall, I am satisfied with the quality of the course	7%	8%	<b>85%</b>	6,347

N is smaller than the overall number of students because of the missing data and option 'NA' excluded.

MEAN SCORES FOR NSS ITEMS:

	Mean	N
<b>Q1. Staff are good at explaining things</b>	4.15	6353
<b>Q2. Staff have made the subject interesting</b>	4.05	6349
<b>Q3. Staff are enthusiastic about what they are teaching</b>	4.28	6354
<b>Q4. The course is intellectually stimulating</b>	4.25	6353
<b>Q5. The criteria used in marking have been made clear in advance</b>	3.78	6349
<b>Q6. Assessment arrangements and marking have been fair</b>	3.90	6339
<b>Q7. Feedback on my work has been prompt</b>	3.56	6340
<b>Q8. I have received detailed comments on my work</b>	3.69	6342
<b>Q9. Feedback on my work has helped me clarify things I did not understand</b>	3.58	6333
<b>Q10. I have received sufficient advice and support with my studies</b>	3.84	6341
<b>Q11. I have been able to contact staff when I needed to</b>	4.26	6344
<b>Q12. Good advice was available when I needed to make study choices</b>	3.76	6259
<b>Q13. The timetable works efficiently as far as my activities are concerned</b>	4.09	6350
<b>Q14. Any changes in the course of teaching have been communicated effectively</b>	3.96	6269
<b>Q15. The course is well organised and is running smoothly</b>	3.91	6350
<b>Q16. The library resources and services are good enough for my needs</b>	4.06	6326
<b>Q17. I have been able to access general IT resources when I needed to</b>	4.26	6304
<b>Q18. I have been able to access specialised equipment, facilities or rooms when I needed to</b>	4.09	5681
<b>Q19. The course has helped me to present myself with confidence</b>	4.01	6325
<b>Q20. My communication skills have improved</b>	4.23	6323
<b>Q21. As a result of my course, I feel confident in tackling unfamiliar problems</b>	4.04	6311
<b>Q22. Overall, I am satisfied with the quality of the course</b>	4.13	6347

N is smaller than the overall number of students because of the missing data and option 'NA' excluded.



## Differences between LLAS disciplines

The 'Combined' category is removed from these analyses. Table below shows %Agree with every NSS item for each LLAS discipline and statistical significance.

	American and Australasian studies	Celtic studies	French studies	German and Scandinavian studies	Italian studies	Iberian studies	Others in European Languages and Area studies	Linguistics	Asian studies	African and Modern Middle Eastern studies	Others in Eastern, Asian and African Languages and Area studies	Sig.
<b>Q1. Staff are good at explaining things</b>	94%	94%	93%	90%	91%	90%	93%	92%	79%	90%	92%	.001
<b>Q2. Staff have made the subject interesting</b>	91%	87%	88%	89%	81%	84%	88%	83%	74%	79%	90%	.001
<b>Q3. Staff are enthusiastic about what they are teaching</b>	91%	94%	92%	94%	91%	87%	90%	91%	80%	74%	82%	.000
<b>Q4. The course is intellectually stimulating</b>	92%	90%	91%	93%	91%	87%	90%	86%	81%	74%	85%	.000
<b>Q5. The criteria used in marking have been made clear in advance</b>	70%	75%	70%	73%	75%	68%	76%	76%	61%	66%	74%	.093*
<b>Q6. Assessment arrangements and marking have been fair</b>	75%	83%	79%	82%	81%	71%	80%	83%	74%	74%	74%	.253*
<b>Q7. Feedback on my work has been prompt</b>	70%	71%	63%	70%	69%	59%	65%	62%	61%	50%	54%	.016
<b>Q8. I have received detailed comments on my work</b>	80%	86%	71%	75%	84%	64%	69%	63%	60%	47%	67%	.000
<b>Q9. Feedback on my work has helped me clarify things I did not understand</b>	65%	82%	64%	71%	84%	57%	65%	61%	59%	51%	69%	.006
<b>Q10. I have received sufficient advice and support with my studies</b>	75%	90%	76%	80%	88%	73%	75%	77%	67%	72%	74%	.053*
<b>Q11. I have been able to contact staff when I needed to</b>	88%	97%	91%	91%	94%	87%	90%	86%	82%	83%	90%	.084*

	American and Australasian studies	Celtic studies	French studies	German and Scandinavian studies	Italian studies	Iberian studies	Others in European Languages and Area studies	Linguistics	Asian studies	African and Modern Middle Eastern studies	Others in Eastern, Asian and African Languages and Area studies	Sig.
Q12. Good advice was available when I needed to make study choices	72%	88%	71%	74%	81%	67%	69%	70%	60%	62%	64%	.013
Q13. The timetable works efficiently as far as my activities are concerned	91%	91%	86%	83%	84%	86%	83%	81%	81%	79%	72%	.017
Q14. Any changes in the course of teaching have been communicated effectively	78%	91%	82%	84%	84%	68%	80%	77%	74%	74%	72%	.001
Q15. The course is well organised and is running smoothly	78%	88%	82%	80%	91%	69%	79%	77%	67%	59%	69%	.000
Q16. The library resources and services are good enough for my needs	78%	71%	82%	85%	63%	79%	81%	86%	83%	76%	67%	.011
Q17. I have been able to access general IT resources when I needed to	81%	84%	86%	91%	84%	89%	87%	90%	89%	79%	80%	.331*
Q18. I have been able to access specialised equipment, facilities or rooms when I needed to	75%	70%	80%	78%	74%	82%	79%	83%	76%	67%	82%	.455*
Q19. The course has helped me to present myself with confidence	76%	83%	77%	74%	77%	71%	77%	73%	66%	71%	80%	.190*
Q20. My communication skills have improved	79%	88%	84%	83%	87%	80%	83%	80%	77%	76%	90%	.393*
Q21. As a result of my course, I feel confident in tackling unfamiliar problems	76%	81%	78%	76%	77%	73%	79%	81%	71%	69%	82%	.208*
Q22. Overall, I am satisfied with the quality of the course	90%	93%	85%	88%	81%	81%	89%	86%	71%	72%	80%	.000

\*Not statistically significant

DIFFERENCES BETWEEN MEAN SCORES FOR EACH NSS ITEMS BETWEEN LLAS DISCIPLINES AND STATISTICAL SIGNIFICANCE.

	American and Australasian studies	Celtic studies	French studies	German and Scandinavian studies	Italian studies	Iberian studies	Others in European Languages and Area studies	Linguistics	Asian studies	African and Modern Middle Eastern studies	Others in Eastern, Asian and African Languages and Area studies	Sig.
Q1	4.26	4.41	4.19	4.23	4.16	4.13	4.21	4.09	3.89	4.03	4.03	.000
Q2	4.24	4.23	4.11	4.17	4.06	4.01	4.15	3.97	3.82	3.86	3.97	.000
Q3	4.37	4.62	4.34	4.47	4.47	4.28	4.30	4.40	4.02	3.90	4.10	.000
Q4	4.34	4.29	4.33	4.35	4.44	4.20	4.35	4.29	4.00	3.98	4.28	.000
Q5	3.75	3.83	3.77	3.82	4.09	3.64	3.93	3.90	3.44	3.74	3.87	.000
Q6	3.85	4.04	4.04	4.05	4.09	3.81	4.02	4.08	3.82	3.93	3.82	.005
Q7	3.75	3.82	3.62	3.81	3.59	3.49	3.70	3.55	3.42	3.22	3.44	.000
Q8	3.99	4.20	3.84	3.98	4.09	3.62	3.81	3.62	3.49	3.26	3.59	.000
Q9	3.66	4.09	3.70	3.88	4.10	3.52	3.69	3.59	3.47	3.37	3.77	.000
Q10	3.90	4.29	3.91	4.09	4.09	3.77	3.93	3.93	3.69	3.74	3.74	.002
Q11	4.29	4.62	4.41	4.44	4.41	4.26	4.34	4.25	4.11	4.07	4.21	.000
Q12	3.89	4.32	3.87	3.96	4.19	3.70	3.84	3.79	3.56	3.59	3.64	.000
Q13	4.41	4.38	4.23	4.20	4.06	4.13	4.08	4.06	4.08	3.86	3.79	.000
Q14	4.07	4.43	4.12	4.19	4.06	3.79	4.05	4.02	4.02	3.71	3.90	.000
Q15	4.05	4.36	4.10	4.08	4.25	3.76	4.02	3.93	3.58	3.40	3.85	.000
Q16	3.91	3.71	4.08	4.22	3.72	4.04	4.15	4.24	4.09	3.88	3.95	.000
Q17	4.09	4.13	4.29	4.34	4.25	4.27	4.35	4.35	4.36	4.12	4.08	.001
Q18	3.99	3.95	4.14	4.08	4.07	4.10	4.14	4.17	4.00	3.87	4.23	.120*
Q19	4.04	4.12	3.99	4.01	4.00	3.85	4.05	3.93	3.81	3.83	4.13	.089*
Q20	4.14	4.45	4.21	4.25	4.26	4.16	4.26	4.14	4.05	3.91	4.44	.006
Q21	4.07	4.18	4.05	4.04	3.97	3.99	4.12	4.10	3.83	3.79	4.15	.026
Q22	4.28	4.45	4.23	4.23	4.16	4.00	4.25	4.09	3.70	3.69	4.08	.000

\*Not statistically significant

## Differences between Genders

The 'Combined' category is removed from these analyses.

### Differences in %Agree

Only gender differences in reply to Q1 just approached statistical significance (0.049). All other differences are not statistically significant. Also, differences in %Agree between genders are never larger than 4 percentage points and for the majority of questions oscillate between 1-2 percentage points only. Since the differences are not statistically significant they are not reported here but SPSS Output is available in Appendix 1<sup>1</sup>.

### Differences between mean scores

Small number of differences are statistically significant. This difference (to %Agree results) can be explained by a different statistic used (%Agree is a proportion) and method (Chi-square versus ANOVA).

#### DIFFERENCES BETWEEN MEAN SCORES FOR EACH NSS ITEMS BETWEEN GENDER AND STATISTICAL SIGNIFICANCE

	Male	Female	Sig.
Q1	4.17	4.18	.690
Q2	4.08	4.11	.453
Q3	4.29	4.32	.378
Q4	4.23	4.32	.029*
Q5	3.74	3.83	.061
Q6	3.97	3.97	.887
Q7	3.65	3.64	.793
Q8	3.81	3.79	.741
Q9	3.67	3.68	.959
Q10	3.90	3.92	.714
Q11	4.31	4.33	.616
Q12	3.85	3.83	.740
Q13	4.15	4.17	.714
Q14	4.01	4.06	.272
Q15	3.96	3.99	.643
Q16	4.18	4.03	.002*
Q17	4.37	4.24	.002*
Q18	4.10	4.09	.885
Q19	4.09	3.96	.006*
Q20	4.26	4.18	.084
Q21	4.09	4.05	.384
Q22	4.14	4.18	.347

\*Statistically significant

<sup>1</sup> Appendix 1 is available as a separate file called LLAS\_Appendix1.docx

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### Differences between genders within LLAS Disciplines

The 'Combined' category is removed from these analyses.

Despite the fact that for all LLAS disciplines only replies to Q1 significantly differed between genders this may not be the same if we look at each discipline separately. The table below summarizes statistically significant differences in %Agree with NSS items between genders for each LLAS discipline.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22
<b>American and Australasian studies</b>																						
<b>Celtic studies</b>					X																	
<b>French studies</b>				X											X							
<b>German and Scandinavian studies</b>			X																		X	
<b>Italian studies</b>																	X					
<b>Iberian studies</b>							X															
<b>Others in European Languages and Area studies</b>											X											
<b>Linguistics</b>																						
<b>Asian studies</b>																						
<b>African and Modern Middle Eastern studies</b>																						
<b>Others in Eastern, Asian and African Languages and Area studies</b>																						

As you can see from the table, there is a very small number of statistically significant differences. Certain disciplines (e.g. Linguistics, Asian studies) have no significant differences. That means that for these disciplines there are no statistically significant differences between males and females. Statistically significant differences are presented below. Full SPSS Output is available in Appendix 2<sup>2</sup>.

<sup>2</sup> Please note that Appendix 2 is a separate file called LLAS\_Appendix2.docx and it is 112 pages long.

All tables below report the %Agree with certain NSS items.

### *Celtic studies*

	Male	Female	Sig.
<b>Q5. The criteria used in marking have been made clear in advance</b>	74%	76%	0.037

### *French studies*

	Male	Female	Sig.
<b>Q4. The course is intellectually stimulating</b>	83%	93%	.011
<b>Q15. The course is well organised and is running smoothly</b>	78%	83%	.031

### *German and Scandinavian studies*

	Male	Female	Sig.
<b>Q3. Staff are enthusiastic about what they are teaching</b>	84%	97%	.021
<b>Q21. As a result of my course, I feel confident in tackling unfamiliar problems</b>	66%	80%	.019

### *Italian studies*

	Male	Female	Sig.
<b>Q17. I have been able to access general IT resources when I needed to</b>	63%	92%	.006

Please note that the difference in %Agree is very large, but there are only 32 students in total in this category.

### *Iberian studies*

	Male	Female	Sig.
<b>Q7. Feedback on my work has been prompt</b>	51%	61%	.031

### *Other in European Languages and Area studies*

	Male	Female	Sig.
<b>Q11. I have been able to contact staff when I needed to</b>	83%	92%	.004

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Finally we look at the within LLAS disciplines differences in mean scores.

Discipline	Gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22
American and Australasian studies	Male	4.27	4.31	4.43	4.34	3.87	3.97	3.79	3.91	3.76	3.98	4.37	3.98	4.39	4.15	4.10	4.19	4.22	4.01	4.08	4.11	4.13	4.31
	Female	4.25	4.19	4.33	4.34	3.68	3.78	3.73	4.03	3.61	3.84	4.25	3.83	4.43	4.03	4.02	3.75	4.00	3.97	4.02	4.16	4.03	4.26
Celtic studies	Male	4.42	4.37	4.74	4.32	3.58	4.05	3.79	4.32	4.21	4.21	4.58	4.26	4.47	4.41	4.37	3.83	4.11	3.73	4.32	4.58	4.37	4.58
	Female	4.40	4.18	4.58	4.28	3.92	4.04	3.84	4.16	4.04	4.32	4.64	4.35	4.34	4.44	4.36	3.66	4.14	4.02	4.04	4.40	4.10	4.40
French studies	Male	4.17	3.95	4.21	4.15	3.73	4.04	3.59	3.83	3.60	3.83	4.44	3.92	4.13	3.97	4.06	3.99	4.29	4.08	4.06	4.35	4.08	4.19
	Female	4.19	4.16	4.39	4.38	3.78	4.04	3.63	3.84	3.73	3.93	4.39	3.85	4.26	4.16	4.12	4.11	4.29	4.16	3.97	4.16	4.04	4.24
German and Scandinavian studies	Male	4.21	4.21	4.29	4.24	3.89	3.97	3.95	4.19	4.00	4.11	4.42	3.95	4.13	4.13	4.08	4.16	4.53	4.18	4.05	4.26	3.92	4.29
	Female	4.24	4.15	4.54	4.39	3.79	4.08	3.76	3.90	3.83	4.08	4.45	3.97	4.23	4.21	4.08	4.24	4.26	4.04	4.00	4.24	4.09	4.21
Italian studies	Male	4.25	4.13	4.63	4.63	4.00	4.13	3.75	4.13	4.13	4.00	4.63	4.25	4.25	4.25	4.25	3.38	4.25	3.75	4.38	4.75	4.14	4.25
	Female	4.13	4.04	4.42	4.38	4.13	4.08	3.54	4.08	4.09	4.13	4.33	4.17	4.00	4.00	4.25	3.83	4.25	4.21	3.87	4.09	3.92	4.13
Iberian studies	Male	4.09	4.00	4.26	4.07	3.56	3.77	3.56	3.58	3.53	3.67	4.10	3.70	4.02	3.64	3.72	4.23	4.35	4.13	3.90	4.12	3.98	3.98
	Female	4.14	4.01	4.29	4.24	3.67	3.83	3.47	3.64	3.52	3.81	4.30	3.71	4.17	3.84	3.77	3.98	4.24	4.09	3.84	4.17	3.99	4.01
Others in European Languages and Area studies	Male	4.21	4.15	4.32	4.32	3.87	4.01	3.76	3.87	3.75	3.94	4.26	3.85	4.04	4.03	4.09	4.30	4.52	4.21	4.23	4.37	4.21	4.26
	Female	4.21	4.15	4.29	4.36	3.94	4.02	3.69	3.79	3.67	3.93	4.36	3.83	4.09	4.06	4.00	4.11	4.30	4.12	4.00	4.23	4.10	4.25
Linguistics	Male	4.09	3.95	4.39	4.36	3.89	4.14	3.55	3.68	3.43	4.11	4.23	3.93	4.02	3.86	3.84	4.41	4.40	4.15	4.02	4.20	4.16	4.11
	Female	4.09	3.98	4.41	4.26	3.90	4.07	3.55	3.60	3.65	3.87	4.26	3.75	4.08	4.08	3.95	4.18	4.33	4.18	3.90	4.11	4.08	4.08
Asian studies	Male	3.90	3.71	4.00	3.97	3.19	3.80	3.36	3.42	3.32	3.61	4.14	3.41	4.15	3.95	3.47	4.14	4.51	4.08	3.91	4.16	3.86	3.58
	Female	3.89	3.90	4.03	4.03	3.64	3.83	3.48	3.55	3.59	3.75	4.10	3.67	4.01	4.07	3.66	4.05	4.25	3.94	3.73	3.97	3.79	3.79
African and Modern Middle Eastern studies	Male	3.94	3.50	3.81	3.75	3.38	3.69	2.69	3.25	3.25	3.50	4.19	3.50	3.81	3.63	3.19	4.25	3.94	3.87	3.88	4.00	3.69	3.44
	Female	4.07	4.00	3.93	4.07	3.88	4.02	3.43	3.26	3.41	3.83	4.02	3.62	3.88	3.74	3.48	3.74	4.19	3.88	3.81	3.88	3.83	3.79
Others in Eastern, Asian and African Languages and Area studies	Male	4.00	4.11	3.78	4.11	3.44	3.78	3.44	3.67	3.67	3.44	4.44	3.44	4.00	4.00	3.56	4.11	4.33	4.33	3.78	4.22	3.67	3.44
	Female	4.03	3.93	4.20	4.33	4.00	3.83	3.43	3.57	3.80	3.83	4.13	3.70	3.73	3.87	3.93	3.90	4.00	4.20	4.23	4.50	4.30	4.27

Only the differences shaded pink in the table above are statistically significant. Significance values have been removed for clearer reporting but all significant values are smaller than 0.05.