

GENDER DIFFERENCES OF STUDENTS OF TECHNOLOGY AND INFORMATICS PROGRAM IN SENTENCE COMPLETION TEST

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Abstract

The aim of this research is to analyze the gender differences of 51 students of Technology and Informatics program in sentence completion test. From the total number of tested students, 25 of them were girls, while 26 were boys. All students were in the third year of studies at the Faculty of Education in Pristina.

Initially, the frequencies and percentages of results of the tested students were analyzed, then the basic statistical parameters: arithmetic mean (\bar{x}), standard deviation (σ), standard deviation of arithmetic mean ($\bar{x} \sigma$), as well as minimum scores (Min) and maximum scores (Max) were calculated for all applied variables in this research. Differences between students according to gender were obtained through the analysis of canonical discrimination and the t-test. In addition, through Pearson correlation coefficient, the connection between all applied variables was assessed for the tested students.

Statistical data obtained through the analysis of canonical discrimination show that there are significant statistical differences between genders of students. Results of the t-test prove that there are no differences between genders of students in the variables of the total number of words, the correct number of words divided by sentences and the total number of logical sentences, while there are significant differences in the variables of the total number of correct words in favor of the girls compared to the boys. The data obtained through this research also show that the degree of correlation between the four applied variables is high for both genders of tested students.

It is recommended to continue with further research in the area of sentence completion skills in order to assess specific learning difficulties of students in higher education.

Keywords: specific learning difficulties, success in higher education, sentence completion skills.