

# ***Study of Gender Differences in Mathematics***

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**Abstract:** Mathematics is an essential subject at every stage of learning. The importance of mathematics lies in the excellent application and practice of theoretical knowledge, which in turn requires a very high level of logic from students. Statements such as “boys are better at logic and maths” and “girls are better at liberal arts” are frequently discussed in the realm of education, leading to the formation of stereotypes. Research has shown differences in the physiology, mindset, and upbringing of boys and girls, which are the main factors influencing students’ mathematics performance. The differences in the physiology of males and females will be first analyzed, including differences in brain structure and hormone production, which leads to the differences in thinking and emotions between males and females. Secondly, the deeper reasons why male and female students perform differently in mathematics will be explored based on a thorough understanding of the subject’s characteristics, guided by several theories about stereotypes. Finally, the different approaches to learning resulting from the different psychological phenomena between male and female students will also be discussed as an essential factor in the differences between the male and female performance in mathematics.

**Keywords:** gender, social psychology, mathematics, stereotype

## **1. Introduction**

Mathematics is a universal means for humanity to describe and derive things’ abstract structures and patterns rigorously. In the development of human history and social life, great mathematicians have invented many theories of practical significance, so mathematics can be applied to the real world to solve complex problems. Mathematics plays an irreplaceable role and is an essential tool for studying modern science and technology to help society develop, which is why people need to look at children’s ability to learn mathematics at the educational level [1].

As a result, the factors contributing to mathematical ability’s strengths and weaknesses are also widely discussed in the academic field. Among these discussions, the differences in mathematical performance due to gender differences have stirred up intense sparks. A report from the CST Digital Library shows that, from a national perspective, countries with significant gender differences and where male students are better at mathematics include Tunisia and South Korea. In comparison, countries, where female students are better at mathematics include Jordan and Bahrain. However, the USA, Sweden, and Germany show no gender differences [2].

Some educationalists also argue that some female students excel in mathematics at the junior high school level but often pale compared to their mathematical studies at the senior high school level.

# Mathematics And Gender

**Ensheng Dong**



## **Mathematics And Gender:**

**Mathematics & Gender** Elizabeth Fennema, Gilah C. Leder, 1993 Australian edition of a collection first published in the US in 1990 of nine essays and reports examining gender issues in mathematics and looking at gender equality in mathematics and mathematics education The editors teach mathematics at the University of Wisconsin and education at Monash University respectively Indexed      **Towards Gender Equity in Mathematics Education** Gila Hanna, 2006-04-11 THE REAL WORLD OF MATHEMATICS SCIENCE AND TECHNOLOGY EDUCATION In this Preface I would like to focus on what I mean by education and speak about the models and metaphors that are used when people talk write and act in the domain of education We need to look at the assumptions and processes that the models and metaphors implicitly and explicitly contain I feel we should explore whether there is a specific thrust to mathematics education in the here and now and be very practical about it For me education is the enhancement of knowledge and understanding and there is a strong and unbreakable link between the two There seems little point in acquiring knowledge without understanding its meaning Nor is it enough to gain a deep understanding of problems without gaining the appropriate knowledge to work for their solution Thus knowledge and understanding are each necessary conditions for the process of education but only when they are linked will the process bear fruit Only in the balanced interplay of knowledge and understanding can we expect to achieve genuine education      Mathematics and Gender Elizabeth Fennema, 1990-01-01 This edited collection describes how the Autonomous Learning Behaviours ALB model formulated by Fennema and Peterson specifically relates to gender differences in mathematics education learning and performance The book provides a background to the debate on gender differences considers the interactions between internal beliefs and external influences as well as their effects on learning math and provides a summary of the latest research relevant to the ALB model Gender differences in learning mathematics is examined from a variety of perspectives strengthened by longitudinal studies and a cross cultural American and Australian perspective

**Towards Equity in Mathematics Education** Helen Forgasz, Ferdinand Rivera, 2012-03-21 This volume gathers together twenty major chapters that tackle a variety of issues associated with equity in mathematics education along the dimensions of gender culture curriculum diversity and matters of a biological nature The pursuit of equity in mathematics education is an important concern in the history of the present Since there is no doubt about the significant role of mathematics in almost every aspect of life it means that all individuals regardless of sex in any age range and in whatever context need to be provided with an opportunity to become mathematically able The publication of this Springer volume on equity in mathematics education is situated at a time when there is strong and sustained research evidence indicating the persistence of an equity gap in mathematics which has now enabled the mathematics education community to engage in a discourse of access for all The research studies that are reported and discussed in the volume have been drawn from an international group of distinguished scholars whose impressive forward looking and thought provoking perspectives on relevant issues

incite broaden and expand complicated conversations on how we might effectively achieve equity in mathematics education at the local institutional and systemic levels Further the up to date research knowledge in the field that is reflected in this volume provides conceptual and practical outlines for mechanisms of change including models examples and usable theories that can inform the development of powerful equitable practices and the mobilization of meaningful equity interventions in different contexts of mathematics education      Gender Differences in Mathematics Ann M. Gallagher,James C.

Kaufman,2004-12-27 Females consistently score lower than males on standardized tests of mathematics yet no such differences exist in the classroom These differences are not trivial nor are they insignificant Test scores help determine entrance to college and graduate school and therefore by extension a person s job and future success If females receive lower test scores then they also receive fewer opportunities Why does this discrepancy exist This book presents a series of papers that address these issues by integrating the latest research findings and theories Authors such as Diane Halpern Jacquelynne Eccles Beth Casey Ronald Nuttal James Byrnes and Frank Pajares tackle these questions from a variety of perspectives Many different branches of psychology are represented including cognitive social personality self oriented and psychobiological The editors then present an integrative chapter that discusses the ideas presented and other areas that the field should explore      Gender, Science and Mathematics L. H. Parker,L. Rennie,B. Fraser,2012-12-06 Throughout the

Western world the relationship between gender science and math ematics has emerged as critical in a variety of contexts In tertiary institutions the study of gender issues frequently with reference to science and mathematics is of central significance to many disciplines Gender studies are being offered as sepa rate courses or parts of existing courses in preservice and postgraduate teacher edu cation women s studies technology studies and policy studies In addition in the broader context of education at all levels from primary elementary through to higher concerned policy makers and practitioners frequently focus on the interaction of gender science and mathematics in their attempts to reform and improve education for all students In all of these contexts there is an urgent need for suitable texts both to provide resources for teachers and students and to inform policy makers and practitioners This book has been developed specifically to meet this need It is designed to be used throughout the world in a variety of tertiary courses and by policy makers concerned with activities which interface with the gender science mathematics rela tionship It provides examples which illustrate vividly the rich field from which practitioners and policy makers in this area now can draw Its particular appeal will stem from its practical approach and creative future perspective the international renown of the authors and the generalisability of the recent research and thinking presented in each of the chapters      **Counting Girls Out** Valerie Walkerdine,1998 The question about girls

attainment in mathematics is met with every kind of myth false evidence and theorizing about the gendered body and the gendered mind The Girls and Mathematics Unit led by Valerie Walkerdine has over a period of ten years carried out a detailed theoretical and empirical investigation in this area The book tackles issues and prejudice and examines and puts into

perspective many claims that have been made about women's minds. It also probes the relationship between evidence and explanation: why are girls still taken to be lacking when they perform well but boys are credited even when they do not?

**Masculinities In Mathematics** Mendick, Heather, 2006-06-01 We desperately need more people with good mathematical qualifications to fill many posts in numerate occupations yet the numbers choosing to continue studying mathematics have fallen over the last 10 years. This book is important as it investigates how mathematics is aligned with masculinity and hence is not attractive to a significant part of the population. It is also challenging, scholarly and a thoroughly good read. It reports the results of carefully designed research on gender and choice and includes some fascinating individual case studies. It should make us all reflect on what we are doing and how we can repair the damage. Margaret Brown, Professor of Mathematical Education, King's College London. The book speaks to me as one of those texts that will become seminal in mathematics education. It is original, refreshing and despite a complicated plot points to some ways forward. It is engagingly written if at times perhaps a little bit of nonsense in tone. It will be of interest to teachers and teacher educators as well as providing a theoretical stance that should inform future research. *British Educational Research Journal*. The study of mathematics together with other gendered subjects such as science and engineering usually attracts more male than female pupils, particularly at more advanced levels. In this book Heather Mendick explores this phenomenon, addressing the important question of why more boys than girls choose to study mathematics. She combines new research with an original theoretical approach to argue that doing mathematics is doing masculinity. The book illuminates what studying mathematics means for both students and teachers and offers a broad range of insights into students' views and practices. In addition to the words of young people learning mathematics, the masculinity of mathematics is explored through historical material and cinematic representations. Heather Mendick discusses the ways in which the alignment of mathematics with masculinity creates tensions for girls and women doing the subject. These tensions are sensitively explored through interviews with young men and women to show how doing mathematics fits or conflicts with their gender identities. Finally, the book explores the implications for teachers, including ways to promote gender equity in mathematics education. This is key reading for students on courses in gender and education, mathematics education, gender and curriculum and social justice. **Gender**

**Differences in Mathematics** Ann M. Gallagher, 2005

**International Perspectives on Gender and Mathematics**

**Education** Olof Steinthorsdottir, Helen J. Forgasz, Joanne Rossi Becker, Kyeonghwa Lee, 2010-06-01 Why a book on gender issues in mathematics in the 21st century? Several factors have influenced the undertaking of this project by the editors. First, an international volume focusing on gender and mathematics has not appeared since publication of papers emerging from the 1996 International Congress on Mathematical Education. Keitel, 1998. Surely it was time for an updated look at this critical area of mathematics education. Second, we have had lively discussion and working groups on gender issues at conferences of the International Group for the Psychology of Mathematics Education (PME) for the past four years, sessions at which

stimulating and ground breaking research has been discussed by participants from many different countries Some publication seemed essential to share this new knowledge emerging from a wider variety of countries and from different cultural perspectives Third some western countries such as Australia and the USA have experienced in recent years a focus on the boy problem with an underlying assumption that issues of females and mathematics have been solved and are no longer worthy of interest Thus it seemed timely to look more closely at the issue of gender and mathematics internationally When the idea for this volume first emerged invitations were issued to those regularly attending the working and discussion groups at PME Potential authors were charged to focus on gender issues in mathematics and were given wide scope to hone in on the issues that were central to their own research efforts or were in receipt or in need of close attention in their own national or regional contexts An International Review of Gender and Mathematics Erika Schildkamp-Kündiger,1982

*Equity In Mathematics Education* Gabriele Kaiser,2005-08-08 Provides an overview of current thinking about equity issues in the teaching and learning of mathematics This text examines how better instructional practices and understanding of the nature of the mathematical enterprise can overcome the systemic obstacles that have blocked women s participation

**The Mathematics of Sex** Stephen J. Ceci,Wendy M. Williams,2010 Compressing an enormous amount of information over 400 studies into a readable engaging account suitable for parents educators and policymakers this book advances the debate about women in science unlike any other book before it Bringing together important research from such diverse fields as endocrinology economics sociology education genetics and psychology the authors show that two factors the parenting choices women but not men have to make and the tendency of women to choose people oriented fields like medicine largely account for the under representation of women in the hard sciences Women in Mathematics ,1984 Gender and

STEM: Understanding Segregation in Science, Technology, Engineering and Mathematics Maria Charles,Sarah Thébaud,2018-12-06 This book is a printed edition of the Special Issue Gender and STEM Understanding Segregation in Science Technology Engineering and Mathematics that was published in Social Sciences **Gender Biased Mathematics**

Silvia Chavarria,1991 Women in Mathematics and Science Yupin Bae,Thomas Max Smith,1997 This report reviews the most current data on women s progress in mathematics and science achievement attitudes course taking patterns and college majors Results of recent studies suggest that many factors such as parental encouragement teacher preparation teacher student interactions curriculum content hands on laboratory experiences self concept attitudes toward mathematics and science availability of mentors and home resources contribute to the attitudes access and achievement of young women in mathematics and science The research cited here suggests that the gender gap in science and mathematics in the United States appears at Grade 10 while internationally the gap appears around Grade 8 Despite this there are still substantial differences between women and men in mathematics computer science engineering and science fields Contains 29 references DDR **Perspectives on Gender** Judith E. Jacobs,2001 This provocative collection challenges teachers to

consider their role in ensuring equity in mathematics education for girls and women and offers exemplars of interventions that encourage young women in mathematics Delineations of the need for and efficacy of instructional methods and curricular approaches that are aspects of feminist pedagogy will stimulate you to build a multicultural gender equitable mathematics classroom     [Making Sense of Mathematics for Teaching Girls in Grades K-5](#) Thomasenia Lott Adams,Taylor B. Wenzel,Kristopher J. Childs,Samantha R. Neff,2019 Making Sense of Mathematics for Teaching Girls Perceptions Practices and Priorities the latest companion to the Making Sense of Mathematics for Teaching book highlights the gender achievement gap in mathematics that is present in K 5 classrooms across the United States and uses research to offer readers practical steps to eliminate the inequity Specifically readers will examine how their parents and school and district leaderships confidence as a learner of mathematics influences how girls view their ability to learn and retain mathematics knowledge Authors Thomasenia Lott Adams Taylor B Wenzel Kristopher J Childs and Samantha R Neff offer recommendations to support the teaching and learning of mathematics for girls in the classroom in the home and across the district     **Gender-fair Math** Pat Boland,1995

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