What Parents Need to Know About Encouraging Talented Girls in Mathematics

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*Females are presented with a double argument in mathematics: They can not do mathematics and they should not do mathematics.*

— Suzanne Damarin (1995)

**Implications for the Home**

Commentators now proclaim on the airwaves that gender bias no longer exists. It is true that we have made progress in affording equal opportunities to girls and boys. However, it is also true that we still have a long way to go. Research has demonstrated that parents along with peers have the greatest influence over student scholastic performance (Eccles & Jacobs, 1986; Leder, 1992). Specifically with respect to mathematics, parents' level of education, their attitudes towards mathematics, their self-confidence in mathematics or lack thereof, and their stereotypical beliefs about their daughter's mathematical abilities all have strong influences on their child.

**Getting Beyond Math Anxiety**

Math anxiety is a very real phenomenon in our society and is not just relegated to students. Parents often readily admit to teachers that they were never good at math or never had any use for the algebra they learned in high school. They make excuses for their child’s lack of success by admitting their own. Parents need to value the importance of mathematics in our technological society and promote it rather than bemoan it.

**Exploring Math at Home and on the Road**

At-home activities that involve hands-on problem solving give students an advantage in the math classroom by bolstering confidence and providing an intuitive understanding of math concepts. Frequently, girls lack these kinds of extracurricular experiences. Provide your daughter with blocks and tinker toys with which to build and create. Encourage her to take apart her bicycle, repair her portable tape player, work on jigsaw puzzles, and
set up her computer on her own. These experiences promote spatial sense underlying mathematical problem solving and geometric understanding.

Research has shown that girls need to see the usefulness of mathematics in everyday life and its connection to the real world (Fennema & Peterson, 1985). Engage your daughter in daily math routines such as determining the appropriate tip to leave at a restaurant or finding unit prices for items at the grocery store. Visit museums of science where you can explore together the contributions mathematics has made to scientific discovery. Encourage her to attend computer camp where she can interact with technology and experiment with mathematical techniques.

**Nurturing Math Talent**

Especially with young girls (ages 4 to 7), parents often are the key to recognizing and developing math talent. It is very important that parents collaborate with teachers in a flexible and creative way to make sure their daughter is challenged and energized in mathematics. At home, parents need to make sure they engage their daughters in talk about numbers as often as they do their sons. An environment that encourages young girls to problem solve and figure things out on their own will go a long way to nurturing their talent and enjoyment of mathematics (Waxman, Robinson & Mukhopadhyay, 1996).

Lack of self-confidence is a major deterrent for adolescent girls to pursue mathematics. This is true even for females with special talents in this area (Siegle & Reis, 1995; Terwilliger & Titus, 1995). Parental recognition of talent and belief in the ability of their daughter are major factors in promoting self-confidence in mathematics for girls. Encourage your daughter's mathematical talent. Suggest she join math clubs and competitions, enroll in honors and advanced placement courses, and continue mathematics in college and beyond. Explore local and regional summer opportunities for further study in math.

Research has shown that girls have little knowledge about the career opportunities connected with mathematics (Gavin, 1997). Learn with your daughter about the varied careers in mathematical fields. Seek out mentorships and internships with female role models; for example, actuaries, professors of mathematics, architects, engineers, and physicists.

Provide female role models in your daughter's everyday life such as her doctor, dentist, and the family veterinarian. Encourage her to read literature that features strong female protagonists, including biographies of female mathematicians and scientists.
Research Facts

✜ Parents of females are more likely to report that mathematics is less important than other subjects and more difficult for females. They often attribute their daughter's good mathematics performance to effort rather than ability (Parsons, Adler, & Kaczala, 1982).

✜ In general, girls do not come to the mathematics classroom with the same experiences as boys. They have had less opportunities to manipulate objects, to build, and to problem solve using spatial reasoning (Leder, 1990).

✜ Although girls get higher grades in mathematics consistently throughout school, the gender gap in standardized test results favors boys, especially for talented mathematics students. (American Association of University Women, 1992; Sadker, 1999). Since PSAT scores are used to determine National Merit Finalists, this can result in the loss of scholarships for girls.

✜ Often girls who excel in mathematics are good in other subject areas as well. Parents frequently encourage their daughters to pursue further studies in areas more socially acceptable such as English and history, rather than mathematics (Eccles, 1984). Furthermore, when it comes to college and career, parents tend to encourage their daughters to go to college, while encouraging their sons to go to college and pursue a specific career (Reis, Callahan, & Goldsmith, 1996).

✜ Although mathematics is vital to the future of our technological society, far more males than females pursue careers in math-related fields. Females comprise approximately 32% of mathematical and computer scientists, 27% of natural scientists, and a mere 8% of engineers (U.S. Census Bureau, 1996).

✜ A new gender gap exists in technology. Girls have less computer experience outside of school and are less comfortable with computers than boys. In school, girls often enroll in word processing courses, while boys take advanced computer science courses (Sadker, 1999).

Gender Equality? Oh, yes, that was a hot topic a few years ago. Hasn't that been taken care of?

π = 3.1415926535897932384

References


### Resources on Gender and Mathematics


**Organizations**
American Association of University Women  
1111 Sixteenth Street NW  
Washington, DC 20036-4873  
(800) 326-AAUW  
info@aauw.org  
www.aauw.org

The Association for Women and Mathematics (AWM)  
4114 Computer & Space Sciences Building  
University of Maryland  
College Park, MD 20742-2461  
(301) 405-7892  
awm@math.umd.edu  
www.awm-math.org

EQUALS Programs  
Lawrence Hall of Science  
University of California  
Berkeley, CA 94720-5200  
(510) 642-1823  
equals@uclink.berkeley.edu  
equals.lhs.berkeley.edu

Math/Science Network  
Mills College  
5000 MacArthur Boulevard  
Oakland, CA 94613-1301  
(510) 430-2222  
msneyh@mills.edu  
www.expandingyourhorizons.org

National Coalition for Women and Girls in Education  
National Education Association  
1201 Sixteenth Street NW  
Washington, DC 20036  
(202) 833-4000  
www.nea.org

National Women's History Project  
7738 Bell Road  
Windsor, CA 95492-8518  
(707) 838-6000  
nwhp@aol.com  
www.nwhp.org

Women's Educational Equity Act (WEEA) Publishing Center  
Educational Development Center, Inc.  
55 Chapel Street - Suite 200  
Newton, MA 02158-1060
What is the NRC/GT?
The National Research Center on the Gifted and Talented (NRC/GT) is funded under the Jacob K. Javits Gifted and Talented Students Education Act, Institute of Educational Sciences, United States Department of Education. The mission of the NRC/GT is to plan and conduct theory-driven quality research that is problem-based, practice-relevant, and consumer-oriented.

Further information is available on-line from…
The National Research Center on the Gifted and Talented (NRC/GT) [http://www.gifted.uconn.edu/nrcgt]
- Research-Based Resources
- On-line Resources
- Newsletters
- Research Team
- Resource Links
- Underachievement Study

And NRC/GT's What Works in Gifted Education Study… [http://www.gifted.uconn.edu/NRCGT/what_works.html]
- Standards Used for Math & Reading Units
- Sample Math & Reading Units

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