SOCIAL CATEGORISATION IN HIGHSCHOOL STUDENTS AT WORK

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The present study demonstrates that social categorisation in high school mathematics is influenced by factors such as gender, class, and ability. These factors can lead to differences in perceived ability and future vocational choices among students. The study also suggests that the role of mathematics education in preparing students for future careers should be reconsidered to address these issues.

The findings of the study indicate that boys are more likely to perceive mathematics as a subject that is essential for their future careers. This perception is reinforced by the societal expectations that associate mathematics with technical and scientific professions. In contrast, girls tend to perceive mathematics as a subject that is less relevant to their future careers, which can lead to underachievement in mathematics and a lack of interest in pursuing careers related to the field.

The study also highlights the importance of providing girls with positive role models and encouraging them to pursue their interests in mathematics. This can be achieved through the implementation of gender-sensitive teaching strategies and the provision of ongoing support and encouragement.

The results of the study have implications for mathematics education policy and practice. They suggest a need for a more inclusive approach to mathematics education that takes into account the diverse needs and aspirations of students. This approach should aim to create a learning environment that is free from gender stereotypes and promotes equal opportunities for all students.

References:


