

Table K12-5

**Among fall 2009 students in grade 9 who took a mathematics or science course in 2012, percentage reporting various reasons for taking it, by sex and race or ethnicity: 2012**

(Percent)

Reasons	All students	Sex		Race or ethnicity				
		Male	Female	White	Black	Hispanic <sup>a</sup>	Asian	Other or Two or more races
Reasons for taking mathematics <sup>b</sup>								
I really enjoy math.	33	34	32	32	40	30	48	31
I had no choice; it is a high school requirement.	70	69	71	67	76	77	54	72
A high school counselor suggested I take it.	36	35	38	36	38	38	36	36
A teacher encouraged me to take it.	34	32	36	37	32	29	41	31
My parents encouraged me to take it.	32	31	33	37	26	23	39	29
My friends were taking it.	27	27	26	29	24	22	38	24
Reasons for taking science <sup>c</sup>								
I really enjoy science.	51	55	48	52	51	48	61	52
I had no choice; it is a high school requirement.	64	63	65	58	73	73	57	63
A high school counselor suggested I take it.	36	34	38	36	37	37	35	35
A teacher encouraged me to take it.	31	29	33	33	30	28	33	28
My parents encouraged me to take it.	27	26	29	32	22	19	32	25
My friends were taking it.	30	33	28	32	25	26	41	28

<sup>a</sup> Hispanic may be any race; race categories exclude Hispanic origin.

<sup>b</sup> Apply to students who took a mathematics course in the spring term of 2012. If a student took more than one mathematics course, the student was directed to the most challenging mathematics course taken. Students can choose more than one reason listed in the table.

<sup>c</sup> Apply to students who took a science course in the spring term of 2012. If a student took more than one science course, the student was directed to the most challenging science course taken. Students can choose more than one reason listed in the table.

**Source(s):**

National Center for Science and Engineering Statistics, special tabulations (2020) of the High School Longitudinal Study of 2009 (HSL:09), First Follow-Up.

*Science and Engineering Indicators*