

Gender Gap in STEM-Related Fields: Analysis in Undergraduate Students

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Abstract

Despite the efforts to increase gender diversity, women are still underrepresented in STEM-related fields, in both undergraduate and postgraduate studies. This is very problematic as the market labor demands professionals with STEM-related skills, limiting the professional opportunities of women. Here, we analyzed the factors that lead students to select or discard STEM-related disciplines from an equality perspective. This work has been funded by the “Instituto de la Mujer” (ref:48-13-ID22). A pilot study was carried out among baccalaureate students (second year) of a public high school in the Community of Madrid. A total of 36 students participated in this study. Fifty percent of the participants were enrolled in the Science and Technology Baccalaureate, being most of them (55%) women. However, only 19% of the participants planned to enroll in STEM disciplines at university. Around 71% of these students are men. Although most of the participants (88%) considered that gender does not influence the skillset required for some disciplines, they considered that gender influences studies choice, indicating the existence of gender stereotypes at this level.

Keywords: baccalaureate, gender equality, gender stereotypes, STEM disciplines, undergraduate students