

CHAPTER II

ABOUT THE STUDY/ ABOUT THE TOPIC

2.1. INTRODUCTION:

Women's experiences at work and at home are shaped by social class, heightening identification with gender for relatively upper-class women and identification with class for relatively lower-class women, potentially mitigating, or even reversing, class-based differences documented in past research. Social support, particularly from mentors, helped participants cope with negative experiences and to envision their future within the field. Common workplace challenges included a lack of social capital and limited degrees of freedom. STEM women transitioning from a community college to a 4-year program identified social support in the form of helpful academic advisors and professors as significant resources for overcoming obstacles such as poor course experiences and limited finances.

Women earn better grades than men and are more likely to achieve post-secondary degrees at all levels. Despite generally high levels of achievement, women who are proficient in math-intensive fields are more likely to choose careers outside of STEM and leave STEM careers as they advance in their education. The present work identifies strategies implemented by women to cope with organizational and interpersonal barriers to achievement. Women experience a different psychic tension.