



## **Editorial**

The GST Editorial Team and Board wish all our readers well and thank everyone who has contributed to the production of our three issues this year, including our guest editors, reviewers and authors.

In the first paper in this issue, 'Women in Management in STEM: Which Factors Influence the Achievement of Leadership Positions?' Miriam Schmitt and Uwe Wilkesmann explore women's achievement of leadership positions through an online survey of STEM professional association members in Germany. Using logistic regression factors, significant effects were noted in the women's work motivation, career orientation and area of expertise. Women architects were included in the study, as this is considered a STEM field in Germany, and the authors found these women were more likely to achieve leadership roles than those in other STEM professions. Positive influencing factors include high intrinsic work motivation, orientation towards general management and autonomy, while having children was not found to impact on leadership potential.

The next two studies focus on students. Julie Sexton and colleagues examine the presence of sexist experiences in their paper 'Multisite Investigation of Sexist Experiences Encountered by Undergraduate Female Geology Students.' Their investigation looked at six different departments, two with a high percentage of female students compared to the national average (high sites), two departments with a moderate percentage (medium sites), and two with a low percentage (low sites). Over 50% of all participants reported encountering sexism. These were categorized into three types - hostile sexism, subtle stereotype sexism, and subtle benevolent sexism. Departments with lower than average numbers of female students reported a higher rate of sexism, especially hostile sexism, than those with a more even gender balance with nearly 50% of participants at those site types reporting sexist experiences.

In his paper 'ICT Self-Efficacy: Gender and Socioeconomic Influences Among First-Year Students' Jeffrey Stone describes a study of incoming first-year students at a public research university in the United States. The findings show significant relationships between ICT access, prior academic exposure, and prior internet use on perceptions of ICT skills.

The study also finds students are confident in many ICT skills, though student self-efficacy in their content creation skills was limited. While parental income was not found to be a significant factor, some gender differences in ICT self-efficacy continue to exist. The rapid pivot to distributed and online learning during the Covid pandemic, adds urgency to Stone's conclusion that universities should integrate digital content creation into courses and curricula.

We hope you enjoy reading the papers in this issue. Keep well and stay safe.

*Clem Herman, on behalf of the editorial executive: Helen Donelan, Barbara Hodgson, Carol Morris, Stefanie Ruel and Gunjan Sondhi*