

Abstract

Science, Technology, Engineering, and Mathematics (STEM) education has a gender disparity. This highlights an injustice issue that exists globally. Girls are prevented from pursuing interests in STEM fields by sociocultural norms that link STEM fields to men. The purpose of this article is to demonstrate how equity can be increased and enrolment and completion rates in STEM-related courses can be improved. The study adopted a mixed-methods approach. The population of the study was students pursuing STEM courses at three selected public universities (University of Nairobi, Jomo Kenyatta University of Agriculture & Technology (JKUAT), and Egerton University). The study included three sampling techniques, namely; purposive, stratified and simple random sampling. Both quantitative and qualitative data were collected and analysed. The results were integrated into one report. From the study findings stereotypes about gender and Science, Technology, Engineering, and Mathematics (STEM) social stereotype from personal and society level have a significant effect on a person's desire and participation in STEM later in life. Stereotypes about who can succeed in STEM pose a threat to women's career choices and may contribute to the reason why some women who do pursue STEM careers later decide to abandon the industry.