Ranking Identity Threats in Women in STEM: A Mixed-Method Analysis in the Brazilian Context

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1.   Round 1

1.1.   Reviewer 1

Reviewer:

The statement "The underrepresentation of women in STEM continues to be a global concern…" is conceptually strong but too generic. Please include the most recent global or regional statistics (e.g., UNESCO or OECD data) to quantify this gap and contextualize the problem.

This section effectively integrates prior literature but could be strengthened by differentiating between formal institutional policies and informal cultural practices. Clarifying this distinction would enhance conceptual precision in later thematic coding.

Several subcategories (e.g., "emotional burnout," "career break penalty") overlap conceptually with each other or with other themes (e.g., work–life integration vs. psychological vulnerabilities). Consider clarifying boundaries or merging categories where conceptual redundancy occurs.

Authors revised the manuscript and uploaded the document.

1.2.   Reviewer 2

Reviewer:

The discussion of gendered socialization lacks citations from early-childhood education or developmental psychology. Consider adding studies that track the formation of gender-STEM stereotypes before secondary school to emphasize the developmental trajectory of identity threat.

You mention, "Algorithms and digital learning environments can inadvertently reproduce stereotypes…"—this is an important and novel point. Please elaborate on how algorithmic bias manifests in STEM recruitment or online learning (e.g., through representational bias, data imbalance). A few concrete examples would improve depth.

The link between self-determination theory and identity threat is briefly stated but underdeveloped. Please specify which SDT components (autonomy, competence, relatedness) are most threatened in the STEM context and how this informed your thematic coding.

The aim sentence, "Therefore, the present study aims to identify and rank…", should be followed by one or two sentences specifying the expected contribution to theory or practice (e.g., development of a hierarchical model or validation of a contextualized framework for Latin America).

The section notes, "Frequency and co-occurrence analyses were performed to determine the most recurrent categories."

However, it would strengthen credibility to provide inter-coder reliability or at least mention whether coding was conducted independently by more than one researcher.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.
Editor in Chief's decision: Accepted.